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ABSTRACT

In developing this compendium of exemplary economic development practices among small and/or rural two-year colleges, the American Association of Community Colleges Commission on Small/Rural Community Colleges (CSMCC) sent out a call for program descriptions to all community colleges with less than 3,000 full-time employees or that were self-designated as small or rural. A sample of the best submissions were selected by committee for inclusion in this publication. Following a brief introduction and a listing of CSMCC members, the report presents one-page summaries of 89 economic development programs. The program summaries are grouped into the following categories: (1) efforts in entrepreneurship/new business development, including Bessemer State Technical College's (Alabama) business incubator program and Phillips County Community College's (Arkansas) ethanol production facility study; (2) processes for technology deployment, including Gateway Community Technical College's (Connecticut) automotive cooperative program and Clovis Community College's (New Mexico) instruction via fiber optics program; (3) industrial recruitment and retention efforts, including Alabama Aviation and Technical College's retiree recruitment program and Illinois Central College's economic development consortium; and (4) college relationships with business and industry, including Allen County Community College's (Kansas) robotic installation assistance program and Alexandria Technical College's (Minnesota) center for total quality management training. Each program summary includes the program name; name of the college, the executive officer, and the college address; the program contact person and his/her telephone number; a summary of exemplary accomplishments; a description of what was done and how it was done; resource requirements; and a list of key factors in success. (PAA)

ED356018

ECONOMIC DEVELOPMENT PRACTICES AMONG SMALL/RURAL COMMUNITY COLLEGES

Compiled by Tim Esbeck

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AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
Commission on Small/Rural Community Colleges
1993

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Introduction

In America's small towns and rural communities, community colleges are leading an economic revolution. As these localities struggle with a downturned national economy and an increasingly global marketplace, they are turning to their area community colleges for help. Across rural America, community colleges are recruiting and retaining industry, training and retraining work forces, and assisting entrepreneurs in small business start-ups. Community colleges are full partners – and oftentimes, leaders – on economic development teams that include the local government, K-12 school system, chamber of commerce, and business and industry.

The AACC Commission on Small/Rural Community Colleges was established in 1979 to advise and assist the AACC Board of Directors and AACC staff as they analyze the immediate and long-range concerns of small/rural colleges. In economic development, these concerns are formidable. Rural communities are often highly dependent on one or two large industries in their areas. Scarcity of jobs in rural communities can be exacerbated by the failure or relocation of a single major employer. As those industries go, so go the economics and life of the rural communities they serve. Yet in the face of these challenges, many commendable and exemplary economic development efforts are underway on rural community college campuses.

The Small/Rural Commission decided that a compendium of exemplary economic development practices, with concise explanations of how colleges executed their strategies, would be a useful resource. We sent out a call for program descriptions to all community colleges with less than 3,000 full-time employees or that are self-designated as small or rural. A committee of Small/Rural Commission members, assisted by Tim Esbeck of North Iowa Community College, culled the best from the entries and compiled them into this volume.

On the pages that follow, you will find examples of efforts in entrepreneurship/new business development, processes for technology deployment, industrial recruitment and retention efforts, and profiles of college relationships with business and industry. This compendium is not meant to be comprehensive; rather, it is just a sampling of the many excellent economic development programs found at small/rural colleges.

Small/rural community colleges traditionally play a dominant role in the educational, cultural, and social aspects of their communities. They are often the center for rural community and economic development and the primary catalyst for improving the quality of rural life. As the examples in this book demonstrate, community colleges are strengthening rural America and improving the economic viability of the nation.

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 Program Category #1

Efforts in Entrepreneurship/
New Business Development

Efforts in Entrepreneurship/New Business Development

State	College	Program Submitted
Alabama	Bessemer State Technical College	Business Incubator Program
Arkansas	Phillips County Community College	Ethanol Production Facility Study
Illinois	John Wood Community College Kankakee Community College	Self-Employment Training Program Mentor-Protegee Program
Iowa	North Iowa Area Community College	SBDC Assistance
Maryland	Garrett Community College	Adventure Sports Institute
Minnesota	Alexandria Technical College Alexandria Technical College	Assistance Provider Brochure Geographical Information Systems
Mississippi	Coahoma Community College	New Training Facility
New Jersey	Sussex County Community College Warren County Community College Warren County Community College Warren County Community College Warren County Community College Warren County Community College	International Business and Trade Series Child Care Provider Workshop Computer Learning Center Contractors' / Legislators' Roundtable SBDC Counseling Sites SBDC Resource Library
New Mexico	San Juan College	Electronics Assembly Program
New York	Tompkins Cortland Community College	Microbusiness Resource Center
North Carolina	Martin Community College	Small Business Center
Wisconsin	Blackhawk Technical College Chippewa Valley Technical College	Rural Economic Development Program Business and Entrepreneur Center

Business Incubator Program

Bessemer State Technical College

Executive Officer: Dr. Mike Bailey

P.O. Box 308

Bessemer, AL 35021

Contact: Charles Murray

(205) 428-6391 x187

Summary of Exemplary Accomplishments:

Bessemer State Technical College and the city of Bessemer developed a business incubator program. The program provides small, entrepreneurial businesses with affordable space, shared support services and business development services. The program helps young businesses survive and grow during the start-up period, the most vulnerable time for new businesses.

What We Did:

Bessemer State Technical College created a working partnership with the city, divided the tasks, outlined each party's responsibilities and set out to accomplish the task. The project would not have been possible without the guiding efforts of the college's president, Dr. Mike Bailey, and Mr. Jim Byrun from the city.

How We Did It:

The city council voted to apply for a \$1 million federal loan to construct a 20,000 square foot manufacturing center. The Alabama State Board of Education voted to allow the construction of the building on state property.

Resource Requirements:

The resource requirements were facility and support staff.

Key Factors in Success:

- ✓ A successful college/community working relationship
- ✓ Eagerness to search out alternatives
- ✓ College's commitment of support personnel
- ✓ City's commitment of support
- ✓ Understanding of incubator program

Ethanol Production Facility Study

Phillips County Community College

Executive Officer: Dr. Steven Jones

P.O. Box 785

Helena, AR 72342

Contact: Leslie Humphries

(501) 338-6474

Summary of Exemplary Accomplishments:

Phillips County Community College, in partnership with the Arkansas Industrial Development Commission's Office of Energy, is completing a study on the feasibility of developing an ethanol production facility in eastern Arkansas. Ethanol, a fuel additive, is expected to reduce motor vehicle emissions of carbon monoxide by 25 to 30 percent. In addition, ethanol is produced from commonly used feedstock such as corn and milo. This new market for agricultural products and the potential new jobs will serve as a boost for rural economic development for eastern Arkansas, a traditionally economically depressed region of the country.

What We Did:

Phillips County Community College was awarded a grant from the Arkansas Office of Energy for \$112,515 to conduct a feasibility study. The study was divided into three parts: a preliminary study to investigate the background of ethanol production; a second phase to evaluate the market for ethanol and the major coproducts; and a third phase to determine site location and potential markets.

How We Did It:

The college collaborated with SF Services, Inc., a regional farm and ranch supply cooperative with 200,000 farmer members. SF Services conducted research for the second and third phases of the study.

Resource Requirements:

In addition to the background research, Phillips County Community College designated the coordinator of economic and resource development to oversee the project and the research.

Key Factors in Success:

- ✓ The ability of the college, state agencies and private researchers to work collectively

Self-Employment Training Program

John Wood Community College

Executive Officer: Robert C. Keys

150 S. 48th Street

Quincy, IL 62301

Contact: Michael Denum

(217) 224-6500 x300

Summary of Exemplary Accomplishments:

Increasingly, entrepreneurship and self-employment programs are being recognized as vital contributing factors in job creation and economic development. Recently, John Wood Community College developed and delivered a comprehensive program designed to provide the sound, small business management skills necessary to develop an effective business plan. At the completion of the sixteen week course, a review board selected five meritorious plans, and the authors of these plans then became eligible to apply for guaranteed, low-interest loans from a pool of funds established specifically for this program.

What We Did:

John Wood Community College, through its Office for Business & Industry Training, developed a self-employment training program. The program was delivered in one semester, maintaining a high degree of interest and enthusiasm, while producing viable business plans for participants. A loan pool of \$30,000 was used as start-up funds for cash-strapped entrepreneurs, a measure critical to the success of their ventures. Scholarships were also provided to students with a proven financial need.

How We Did It:

In order to provide the necessary components for the success of the program, an alliance was forged with the college, Two Rivers Regional Council – a community action agency – and Western Illinois University. Two Rivers Regional Council provided funds for a loan pool and scholarships from the revolving loan account of its Community Service Block Grant program. Western Illinois University provided for the substantial costs of textbooks and materials through its Rural Economic Technical Assistance Center.

Resource Requirements:

- ✓ *Small Business Management*, Eighth Edition, Longenecker & Moore, Southwestern, 1992. ISBN: 0-538-80789-X.
- ✓ *From Invention to Innovation: Commercialization of New Technology by Independent and Small Business Inventors*, U.S. Department of Energy, 1989.
- ✓ *Starting a Business in Illinois*, Illinois Department of Commerce and Community Affairs, U.S. Small Business Administration, 1990.

Key Factors in Success:

- ✓ A comprehensive, self-employment course which emphasizes "real world" application
- ✓ Program delivery by recognizable local entrepreneurs, bankers, accountants, attorneys and other authorities
- ✓ Start-up fund availability to provide a reliable transition from initial plan stage to reality
- ✓ A true partnership with regional entities to provide the widest range of services and resources possible

Mentor-Protegee Program

Kankakee Community College

Executive Officer: Dr. Larry Huffman
River Road
Kankakee, IL 60901

Contact: Joann Seggebruch
(815) 933-0376

Summary of Exemplary Accomplishments:

Although the Mentor-Protegee Program of the Small Business Development Center, Kankakee Community College, is in its infancy, it has proven successful. Kate Cloonen of J.K. Steel Erectors, Inc. states, "My mentor, Connie Ashline, has been a wonderful inspiration and teacher. She has shared her ideas on philosophy as well as day to day details, all of which have helped me to increase sales." The Mentor-Protegee Program enables new women business owners (protegees) to tap the expertise of more experienced entrepreneurs (mentors). Since the program's inception in 1992, it has helped six Kankakee area women business owners to improve their businesses. Other accomplishments include: five jobs created, 1,000 square feet business expansion, four jobs retained, federal certification, 50 percent sales increase, redesign of product package and \$20,000 loan approval.

What We Did:

For a period of one year, the mentor serves as a role model and offers technical support for her protegee. In addition, all mentors, protegees, and advisory board members are involved in monthly educational roundtables. On April 29, a reception was held to introduce the program. Because our Mentor-Protegee Program was unique to Illinois, Jim Edgar, governor of the State of Illinois, proclaimed April 29, 1992, as "Women's Mentorship Day" in Illinois.

How We Did It:

In an effort to promote economic development, an advisory board was formed in May, 1991. The advisory board was instrumental in the development of strategic planning for the program. Throughout the following year, 15 protegees and 11 mentors were recruited from area women business owners. Of these entrepreneurs, six matches were made. A match involves a commitment from both the mentor and the protegee to devote an average of four hours each month striving to improve business. Roundtables were held to educate and support all involved in the program. Topics have included business plans, effective communication, time management and financing.

Resource Requirements:

This is a community-wide effort of dedicated professionals who donate their time on a volunteer basis. Approximately two hours per week are dedicated to this project by the program coordinator. This is the only expense to run the program.

Key Factors in Success:

- ✓ Volunteer mentors willing to encourage and offer their time and expertise
- ✓ Protegees ready to apply that which they've learned
- ✓ Volunteer advisory board members willing to offer direction for the program
- ✓ The Small Business Development Center coordinating the program

SBDC Assistance

North Iowa Area Community College

Executive Officer: Dr. David Buettner
Mason City, IA 50401

Contact: Richard Petersen
(515) 421-4212

Summary of Exemplary Accomplishments:

In cooperation with Iowa State University and the U.S. Small Business Administration, a Small Business Development Center (SBDC) was established which provides information, training, and individual counseling to prospective business owners in the rural environs of North Iowa. Once established, the SBDC filled the gap of providing services to the small business community.

What We Did:

To provide information, we developed new business kits, a large variety of handouts and a library of resources and videotapes. To provide training, a 12-hour new business seminar is offered twice a year along with a new business feasibility class every 60 days. In addition, an IBM/Lotus Computer Learning Center was developed to allow new business owners the opportunity to explore the use of computers in business management. Individual counseling is provided in business management techniques, loan proposals and applications, innovation development and international marketing.

How We Did It:

The SBDC was established by entering into a contract with Iowa State University College of Business. Iowa State University provided funding for the program through a SBA cooperative agreement. North Iowa Area Community College provided a director to administer the SBDC program in North Iowa.

Resource Requirements:

Resources available to the small business client include the director, the staff and facilities of the community college, government service providers, volunteer counselors including SCORE members and paid professional consultants with distinct expertise.

Key Factors in Success:

- ✓ Quality management and technical expertise available to the client
- ✓ Continual outreach efforts to serve clients in remote locations
- ✓ Development of strong referral network to improve client awareness and access
- ✓ Continual search for highly-qualified professional and volunteer counselors
- ✓ Continue an adequate level of funding to be able to serve a greater number of clients

Adventure Sports Institute

Garrett Community College

Executive Officer: Dr. Stephen J. Herman
McHenry, MD 21541

Contact: Dr. Stephen J. Herman
(301) 387-6666

Summary of Exemplary Accomplishments:

In May 1992, Garrett Community College (GCC) hosted the 1992 U.S. Canoe and Kayak Team Olympic Trials, resulting in a \$15 million economic impact on the state of Maryland. GCC was the first community college in the nation to be the local organizing committee of a U.S. Olympic Trial. At the trials, GCC, in cooperation with Frostburg State University, announced the founding of Adventure Sports Institute (ASI), the first comprehensive adventure sports institute in the United States, and the founding of the adventure sports degree, the first such degree in the nation. ASI is intended to be a major stimulus to western Maryland's tourism industry, converting a two-season recreational industry into a four-season industry.

What We Did:

Garrett Community College put on a pretrial event in October and then designed an Olympic Trial event with three distinct aspects: the competition; the "Star Spangled Festival" including continuous performances, street performers and exhibits; and spectator participation in adventure sports including white water rafting and kayaking, horseback riding, rock climbing and mountain biking. ESPN featured the trials in a one-hour broadcast. The Adventure Sports Institute has five functions: credit offerings; noncredit workshops, seminars, conferences, and instruction; research and development; publications; and events.

How We Did It:

GCC had been a main supporter of the 1989 White Water World Championships held in Garrett County. In preparing for the Olympic Trials, the college developed a support network including: Frostburg State University; the Maryland departments of Economic and Employment Development, State Planning, Natural Resources, and Transportation; the Appalachian Regional Commission; the Maryland National Guard; Maryland Emergency Services; and the Maryland State Police. In addition, the college recruited over 300 volunteers.

Resource Requirements:

Resource requirements included water release, site preparation, security, safety preparations and precautions, sanitation services, food, personnel, volunteers, sponsors, grants, vendors, performers, equipment, media coverage and services, television support crew and hospitality and protocol services.

Key Factors in Success:

- ✓ Networking and cooperation
- ✓ Planning and coordination
- ✓ Volunteer services and dedication
- ✓ Experience
- ✓ Risk-taking attitude

Assistance Provider Brochure

Alexandria Technical College

Executive Officer: E. Franklin Starke

1601 Jefferson Street
Alexandria, MN 56308

Contact: Kevin Kopischke
(612) 762-4404

Summary of Exemplary Accomplishments:

There are a large number of "assistance providers" available to business entrepreneurs in the Alexandria region. This initiative provided the impetus to develop an informational brochure that allows an interested entrepreneur to immediately become aware of providers and to become familiar with the services each offers. After the brochure was developed, meetings were held with area bankers, economic development personnel, accountants, lawyers and others, in order to inform them of these available services. These meetings resulted in an awareness on the part of those who work and consult with small businesses of the availability of the various providers.

What We Did:

Meetings were coordinated with all area business assistance providers to discuss the issue of cooperative marketing of services. Based on input at these meetings, a brochure outlining and describing these services and identifying contact points was developed. We met with professional businesses that have contact with those interested in small business start-up to describe these services, and we made copies of the brochure available in numerous assistance sites to provide for consumer information.

How We Did It:

All parties agreed that it was critical for the business entrepreneur to understand all of the assistance options available. The Customized Training Department of Alexandria Technical College and the Alexandria Economic Development Commission played the lead roles in this project.

Resource Requirements:

In addition to the personnel commitment of time and energy, there was a cost of approximately \$500 for brochure printing. This cost was shared by the college and the Economic Development Commission.

Key Factors in Success:

- ✓ A true concern for the client/user of these services
- ✓ A commitment to work together and to work to strengths
- ✓ Recognition of the role of the technical college as a critical player in economic development in the Alexandria region
- ✓ A commitment to up-front planning time

Geographical Information Systems

Alexandria Technical College

Executive Officer: E. Franklin Starke
1601 Jefferson Street
Alexandria, MN 56308

Contact: Kevin Kopischke
(612) 762-4404

Summary of Exemplary Accomplishments:

The Geographical Information Systems (GIS) program at Alexandria Technical College is developing a two-phased training and economic development initiative. Being the sole program of this type in the upper midwest, partnerships are being developed with private and public sector industry, government and education to create a "GIS Training Center" that will ultimately serve the north central United States and Canada. Primary focus will be employee and systems training and technology transfer. Phase two, economic development, is directed at encouraging new GIS related industries to locate in Alexandria to utilize the technological training and human resources available through the GIS program. At the present time training is being offered throughout five regions of the state.

What We Did:

Regional economic development staff, and industry and college representatives met to determine the need for this training center/economic development partnership. Research indicated the need for both phases of the project. We contracted with a recent graduate of the program to develop the training component. Work continues with economic development staff to attract industry. We have actively involved a regional grant foundation and a state of Minnesota job creation agency (Job Skills Partnership) in order to fund an expanded two year training and economic development project.

How We Did It:

We identified all major participants, including funding agencies. We created a shared vision for this initiative and a "team" environment in the creation and operation of the initiative.

Resource Requirements:

All GIS training initiatives are expected to break even, however, the college made an investment in a contracted graduate to design and deliver initial programs. Potential grant will require additional investment from industry and the college.

Key Factors in Success:

- ✓ A high technology, totally unique program of study - GIS
- ✓ A focus on training needs of industry and government customers
- ✓ A commitment to expanding training beyond the Alexandria area
- ✓ A planning team made up of all interested parties

New Training Facility

Coahoma Community College

Executive Officer: Dr. Vivian Presley
Clarksdale, MS 38614

Contact: Joseph Sneed, Betty Hunt
(601) 627-9139

Summary of Exemplary Accomplishments:

Coahoma Community College recently completed construction of a new training facility located in the Sunbelt Industrial Park which provides training for an adjacent small business incubator. Construction plans include a day-care center for the children of trainees.

What We Did:

We submitted a proposal and received matching funds from the Mississippi State Department of Education for the construction for this facility. Through cooperative efforts of the Coahoma County Industrial Foundation, North Delta Planning and Development Authority, Mississippi Department of Economic Development, local government and Coahoma Community College, the small business incubator technical training center and day-care center became a reality.

Resource Requirements:

Construction costs were approximately \$545,000 for the two facilities. Existing industrial training personnel manage the technical training center. A by-product of the day-care center will be an intern site for care givers requiring two additional instructor positions.

Key Factors in Success:

- ✓ Cooperative efforts of education and government agencies

International Business and Trade Series

Sussex County Community College

Executive Officer: Dr. William A. Connor

College Hill

Newton, NJ 07860

Contact: William Tenuto

(201) 579-5400

Summary of Exemplary Accomplishments:

During the spring 1993 semester, a series of seminars will be presented on the topics of international business and trade. These seminars will be presented over a period of 14 evenings by entrepreneurs and professionals who are experts in their respective fields. The seminars are designed to assist the current or future business owner to compete and win in the new global economy of the 90's.

What We Did:

We designed a seminar series covering four international and trade topics. The topics are:

Marketing Techniques for Starting an Import/Export Business

Understanding International Trade Finance

How to Properly Document and Transport an Import/Export Product

Competitive Marketing Strategies for Developing an Import/Export Business

How We Did It:

We gathered a team of experts in international marketing, manufacturing, banking, trading, and shipping. This team then designed the four seminars under the guidance of the college's Business Assistance Center coordinator. The seminars were then promoted through mailings and the media with great enthusiasm and fanfare.

Resource Requirements:

- ✓ Assistance of the Small Business Administration
- ✓ Small business owner mailing list
- ✓ Contacts in the international business community
- ✓ A public relations expert

Key Factors in Success:

- ✓ Accurate monitoring of the economic opportunities for the 90's
- ✓ A clear vision of the content and impact of the seminar series
- ✓ An understanding of how to promote the seminar series to business owners
- ✓ Enthusiasm from the whole team for the success of the seminar series
- ✓ A conviction that there was a need among business owners to take an international business and trade seminar series

Child Care Provider Workshop

Warren County Community College

Executive Officer: Dr. Vincent DeSanctis

Washington, NJ 07882-9605

Contact: Janet Black

908-689-7612

Summary of Exemplary Accomplishments:

The college coordinated child day-care provider workshop services. The services were designed for family day-care or center-based providers. It was a series of 15 workshops designed to enhance quality of care. There were three categories: child development, health and safety and business aspects of child care.

What We Did:

Skylands Small Business Development Center of Warren County Community College (WCCC) developed a relationship with a local, state-appointed agency responsible for voluntary state registration of family day-care providers. We offered registration courses plus 15 workshops which could later be converted to three elective college credits (if fully completed).

How We Did It:

- ✓ Co-sponsoring agency familiar with registration requirements and State Licensing Bureau
- ✓ SBDC director certified in early childcare with 16 years of director experience (ten years in federally-funded day-care center)

Resource Requirements:

- ✓ Instructors from various state and county agencies
- ✓ Cooperative academic services (WCCC), state agent (Catholic Charities), and small business (Skylands SBDC) working relationship

Key Factors in Success:

- ✓ Close coordination of three entities
- ✓ Much promotion and follow-up

Computer Learning Center

Warren County Community College

Executive Officer: Dr. Vincent DeSanctis
Route 57 West
Washington, NJ 07882-9605

Contact: Janet Black
(908) 689-7612

Summary of Exemplary Accomplishments:

Funds were acquired to establish a Small Business Computer Learning Center. Placed in the college library so that it is accessible to the public, the center consists of two IBM personal computers, a VCR and monitor and small business software. In addition, office furniture, signs and wall dividers were installed to create a suitable working environment.

What We Did:

We applied for and received a grant through the New Jersey Small Business Development Center (NJSBDC), national ASBDC, IBM and Lotus.

How We Did It:

In an effort to make the center available to the general public, we indicated a desire to place it in the college library. NJSBDC placed learning centers in four of its eight regional centers.

Resource Requirements:

- ✓ The assistance of the college Small Business Development Center
- ✓ Membership in ASBDC
- ✓ Twenty hours per week of staff time to assist users
- ✓ Maintenance of user log
- ✓ Space which is easily accessible to the general public

Contractors'/Legislators' Roundtable

Warren County Community College

Executive Officer: Dr. Vincent DeSanctis
Washington, NJ 07882-9605

Contact: Janet Black
(908) 689-7612

Summary of Exemplary Accomplishments:

Construction Contractors' / Legislators' Roundtable was established. This was a six-hour meeting of local contractors, three state and congressional legislators, and representatives from the New Jersey departments of Labor, Commerce and Small Business Development Center, U.S. Small Business Administration, and New York/New Jersey Port Authority.

What We Did:

A predistributed list of concerns and issues for small construction contractors was reviewed and discussed. There were 60 attendees.

Agency representatives explained their services and provided resource materials. Legislators listened and noted areas in which they may be able to provide assistance.

How We Did It:

Skylands Small Business Development Center staff and the newly formed New Jersey Construction Contractors' Collaborative organization met for three months to plan event. The college hosted the event.

Resource Requirements:

The only resource was the ability to contact and request that appropriate resource people be able to attend.

Key Factors in Success:

- ✓ Networking opportunities were made available
- ✓ Key resource people attended and provided needed information

SBDC Counseling Sites

Warren County Community College

Executive Officer: Dr. Vincent DeSanctis
Washington, NJ 07882-9605

Contact: Janet Black
(908) 689-7612

Summary of Exemplary Accomplishments:

Warren County Community College (WCCC) hosts Skylands Small Business Development Center which established six counseling sites in the five counties in the "Skylands" region during 1992.

What We Did:

The center made arrangements to send a visiting small business counselor one day on alternate weeks to each of the nonprofit agencies to provide free one-on-one counseling to start-up and existing small businesses of the region.

How We Did It:

The director visited various colleges, chambers of commerce and business organizations to discuss the benefits of providing these services including economic development, visibility and community rapport.

Resource Requirements:

The regional grant awarded to WCCC included the resources necessary to pay the salary, mileage and supplies for the traveling counselor.

Key Factors in Success:

- ✓ Skylands SBDC staff's active participation in nine chambers and several other business organizations in region for over three years
- ✓ Quality of counseling and programs offered free or at a low cost
- ✓ Free opportunity for host agencies to offer additional beneficial services

SBDC Resource Library

Warren County Community College

Executive Officer: Dr. Vincent DeSanctis
Washington, NJ 07882-9605

Contact: Janet Black
(908) 689-7612

Summary of Exemplary Accomplishments:

We developed an extensive small business resource library collection numbering over 1,250 titles of circulating reference periodical video and software materials.

What We Did:

Skylands Small Business Development Center, a grant program hosted at Warren County Community College (WCCC), purchased the collection over time. The collection was purchased with federal and state funds awarded to the center. A bibliography of the entire collection was developed and distributed to the center's clients.

How We Did It:

Directors of the library and center collaborated to order, catalog and code the collection for bibliography. Library staff maintains the collection within the college library and continuously updates the bibliography. All books within the collection have "small business" labels.

Resource Requirements:

- ✓ Dedicated library director
- ✓ Adequate shelving to house collection
- ✓ Ongoing funds in budget to build collection

Key Factors in Success:

- ✓ Extremely supportive library staff
- ✓ Bibliography makes collection very easy to use and access
- ✓ Labels make volumes easy to spot within collection

Electronics Assembly Program

San Juan College

Executive Officer: Dr. James Henderson
4601 College Boulevard
Farmington, NM 87402

Contact: Doyle Meyer
(505) 599-0346

Summary of Exemplary Accomplishments:

General Dynamics wanted to establish a new assembly plant in the area. They needed to train a work force to operate the plant. The college, in cooperation with General Dynamics, designed a program that would provide the plant with workers who had the required Department of Defense (DOD) certification. The college trained all of the assemblers at the facility and is continuing to train workers to offset attrition at the plant as needed. This program has been in place for the past four years.

What We Did:

The college developed a program to meet the employment needs of a new General Dynamics electronics assembly facility. We hired an instructor and set up a laboratory to train electro-mechanical assemblers. We trained all of the current assembly and first level supervisors at the plant.

How We Did It:

The college determined the need for trained assemblers and the availability of applicants for the program. We sought and received economic development funding to offset training costs, and established contracts with the Department of Labor (both state and tribal) to provide funded applicants for the program. We hired temporary General Dynamics trainers to teach the first classes. We later hired and trained an instructor and had that instructor DOD certified. General Dynamics agreed to purchase the required equipment.

Resource Requirements:

- ✓ One full-time DOD certified instructor
- ✓ One laboratory set up and equipped the same as the assembly area at the plant
- ✓ Extensive coordination efforts with the General Dynamics facility personnel
- ✓ Availability of and funding for applicants to the program

Key Factors in Success:

- ✓ Good relationships with the business community
- ✓ Willingness to commit time and resources to developing the program and training
- ✓ Quality instructors
- ✓ Proper screening of applicants

Microbusiness Resource Center

Tompkins Cortland Community College

Executive Officer: Dr. Eduardo Marti
Dryden, NY 13053

Contact: Dr. Nancy Lieberman
(607) 844-8211 x4299

Summary of Exemplary Accomplishments:

Since 1990, Agora Small Business Center has served more than 150 people who want to start or already operate a microenterprise. Our services are intensive, individualized and accessible. We offer individual consultation, class training, personally-tailored research and referral services. We publish a quarterly newsletter of educational articles and a business resource calendar. We established an extensive microbusiness resource center containing useful information from hard-to-find sources as well as training materials used by other micro assistance programs from around the country. We network continually with programs similar to ours to provide clients with up-to-date, effective services. We support the enormous rural economic development potential through microbusiness formation by those people (women, minorities, the rural poor) who traditionally have not had access to the resources essential for starting businesses. Thus, our programs integrate both economic and human development strategies in order to assist our clients to develop the personal and business skills which provide the basis for business ownership.

What We Did:

We worked with individuals to create needs assessments, objectives statements, plans of action. We established an extensive microbusiness resource center. We created an information-packed newsletter, specifically geared to meet the needs of our target clients (women, minorities, the rural poor). We became active in the national association of microenterprise assistance programs, Association for Enterprise Opportunity. We made our programs very accessible.

How We Did It:

The center provided a unique combination of strategies, not usually addressed by mainstream development agencies, in order to specifically assist our "marginalized" client population where we see enormous capacity for economic development. We sought out resource materials which would really make sense to our clients, demystify the business ownership process. We held deep respect for the dignity and authenticity of our clients and their potential, given appropriate combination of resources, training, and empowerment. We recognized the importance of their experiences and perspectives to this quickly growing field of microenterprise development.

Resource Requirements:

The program has been supported by outside funding throughout its existence, providing service to entrepreneurs at no cost or very low cost for structured workshops. The college has provided office and conference room space and other functional support as match to grant funds. Staff have included a part-time coordinator, who also does the individual consulting, and a part-time secretary. Funding has also permitted purchasing reference materials.

Key Factors in Success:

- ✓ Ability to assist clients to assess their interests, capabilities, and learn needed skills
- ✓ Accessibility of program – coordinator meets clients anywhere at practically any time
- ✓ Excellent classroom training combined with effective one-to-one consultation
- ✓ Keeping very up-to-date about current developments in the field, networking with other professionals, emphasis on continual staff professional development, conference attendance, and our love of and commitment to this work

Small Business Center

Martin Community College

Executive Officer: Dr. Martin H. Nadelman
Kehukee Park Road
Williamston, NC 27892

Contact: Vann Rogerson
(919) 792-1521 x202

Summary of Exemplary Accomplishments:

In our first year of operating the Small Business Center we counseled 126 clients and had 1,721 participants in workshops/seminars. This took place in a town of 5,500 people and a county of 25,000. We became a highly regarded resource in one year with referrals being made from county officials, bankers, business people, and economic development persons. Existing business made extensive use of our call-in counseling. Survey of local business and industry provided an exceptionally strong, positive response to our services. All of this was accomplished with one full-time director, one part-time secretary and expert seminar leaders.

What We Did:

Though in one of the smallest service regions, we were one of the most active centers. We assisted existing or start-up businesses, developed business plans, helped secure and complete applications for Small Business Administration (SBA) loans, explored feasibility of business ideas, helped complete applications for patents, reviewed current funding and operations and offered current, quality seminars to meet diverse employer's needs. We also provided written, audio and video resource materials for review and checkouts.

How We Did It:

The college developed excellent working relationships with local chambers of commerce, county and regional economic development personnel, the advisory council, industrial personnel managers, SCORE chapters, and small business technology development centers. We emphasized quality in all aspects of program-seminars, counseling and publications. We provided prompt, accurate, confidential responses to queries.

Resource Requirements:

A state grant of \$54,000 provided funding for salaries, video, seminars and brochures. The college provided advertising, office furnishings, postage, printing, administrative functions and peripheral support.

Key Factors in Success:

- ✓ Quality products and presentation (do quality job with quality personnel, or don't do it at all)
- ✓ Real world experience from director
- ✓ Established relationships with key business leaders
- ✓ True concern for clients
- ✓ Services very inexpensive or, for the most part, free

Rural Economic Development Program

Blackhawk Technical College

Executive Officer: Dr. James Catania

P.O. Box 5009

Janesville, WI 53547

Contact: Gwen Garvey

(608) 757-7728

Summary of Exemplary Accomplishments:

Since its inception in 1987, the Rural Economic Development (RED) Program assisted 300-400 rural residents and farm family members to improve their economic situation through the development of alternative enterprises on the farm, new business start-ups, and technical training for off-farm employment. The program provided the key to financial survival for many farmers and rural business operators through individually tailored training opportunities addressing unique avenues for improving owner equity. The design of the RED Program intentionally does not direct people, but encourages and demands self direction. The RED Program was awarded the Exemplary Educational Service Award by the Wisconsin Vocational/Technical Association as a unique and outstanding model for rural economic development. Examples of RED Program success stories include: a local cash grain farmer who is developing a fresh/dried field flower business which markets nationally and employs seven full and part-time staff; a beef farmer who is marketing purebred cattle internationally; a dairy farm wife who is successfully keeping computerized financial records for 16 other farmers and small businesses; and a disabled rural resident who is building a successful taxidermy business.

What We Did:

Program options include rural business management training and alternative enterprise/entrepreneurial workshops. There is training for people seeking full- or part-time employment. Successful, enthusiastic presenters are selected for workshop topics ranging from aquaculture to marketing crafts. The Alternative Agriculture Options Conference was held in 1989 and served as a model for similar conferences sponsored by the Wisconsin Department of Agriculture and the Small Business Development Center at various locations throughout the state.

How We Did It:

We provided entrepreneurial and alternative enterprise workshops, continuing education classes, self-esteem and self-help classes and support groups. We also provided the program coordinator who serves as a liaison and resource person. Numerous success stories verify the effectiveness of the program.

Resource Requirements:

- ✓ Consistent funding source
- ✓ Ability to provide for individualization of support and training needs
- ✓ Flexibility
- ✓ Experienced and dedicated staff
- ✓ Ability and desire to cooperate with public agencies/institutions and private businesses

Key Factors in Success:

- ✓ Program coordinator dedicated to rural development and knowledgeable of local rural/agricultural situations
- ✓ Reliable and consistent funding
- ✓ Support of local educational institution
- ✓ Cooperation and advisement from key contacts in local businesses
- ✓ Continued public awareness of program

Business and Entrepreneur Center

Chippewa Valley Technical College

Executive Officer: Norbert Wurtzel
620 West Clairemont Avenue
Eau Claire, WI 54701

Contact: Bob Helgemo
(715) 833-6200

Summary of Exemplary Accomplishments:

The Business and Entrepreneur Center is responsible for directly creating over 200 businesses in the past four years with a success rate of 96 percent (only seven businesses have had to close). In addition, during this period of time we assisted another 2,500 businesses. We also operate as liaison with the Chippewa Valley Incubator which to date spawned 16 businesses. Total jobs created is in excess of 750 and growing. We received designation by the state legislature as the first Small Business Star of the Chippewa Valley for our business and job creation accomplishments.

What We Did:

The program was started with a 36-hour generic "how to start a business" course. This evolved into a 106-hour course called "Developing Your Small Business." This course/workshop is limited to people who have a viable and feasible business idea and are interested in starting their own business in one year or less. All training is centered on setting up the business with the student. The objective of the course is not to train the student in theory. The objective is to have the student leave the class with the business plan complete, site selected, and business ready to open. We back this up with continued support after the class for those in trouble, expanding, or changing their businesses. By doing this, we enhance potential for success while limiting the probability of failure.

How We Did It:

We received enthusiastic support and cooperation from the president of the college and the faculty. This enabled us to use all college resources. We also received critical help from business owners in assisting our new start-ups. In addition, we created a business plan development system manual which served as the basis for the "Developing Your Small Business" course.

Resource Requirements:

- ✓ A committed college
- ✓ A full-time faculty for curriculum instruction
- ✓ Ongoing technical assistance
- ✓ Part-time faculty for instruction in outreach centers
- ✓ A financial commitment of approximately \$60,000 per year

Key Factors in Success:

- ✓ Total commitment of the board and administration of the school
- ✓ Cooperative effort of community resources (i.e., area chambers of commerce, local incubators, the media, etc.)
- ✓ Full-time faculty person to develop and coordinate the course
- ✓ State financial support to provide for the development and organization of the Business and Entrepreneur Center
- ✓ Visibility in all community economic development activities and solid cooperation of the media

 Program Category #2

Processes for Technology Deployment

Processes for Technology Deployment

<i>State</i>	<i>College</i>	<i>Program Submitted</i>
Alabama	Bessemer State Technical College	Business and Industry Training
Connecticut	Gateway Community Technical College	Automotive Cooperative Program
Illinois	Illinois Central College	Regional Consortium
Iowa	North Iowa Area Community College	Heartland Technology Network
Minnesota	Alexandria Technical College	Research Center for Manufacturing Technology
Mississippi	Coahoma Community College	Geographic Information System
New Mexico	Clovis Community College	Instruction Via Fiber Optics
Tennessee	Dyersburg State Community College	Manufacturing System Technology Program
Wisconsin	Chippewa Valley Technical College Wisconsin Indianhead Technical College	Technology Transfer Consortium Technology Training and Deployment Partnership

Business and Industry Training

Bessemer State Technical College

Executive Officer: Dr. Mike Bailey

P.O. Box 308

Bessemer, AL 35021

Contact: Al Craig

(205) 428-6391

Summary of Exemplary Accomplishments:

Through the Business and Industry Training Division of our college, specialized services including training, testing and consulting are provided for companies on any subject at any time or place.

What We Did:

For the previous year, we provided specialized services for 441 companies, enrolled 3,115 students in specialized training courses and taught 172 different topics.

How We Did It:

With a philosophy of trying to never say no to a request, we have a lot of repeat business from companies including General Motors, Ford, Rexroth, Midas, USS and Koppers. Businesses have appointed the college their state/southeastern U.S. training center.

Resource Requirements:

Our resources are administration and staff personnel who are customer oriented and continuously striving to meet the needs of all companies.

Key Factors in Success:

- ✓ Membership and active involvement in professional and civic organizations
- ✓ Advertising/marketing plan
- ✓ Exceptionally good instructional staff in all areas
- ✓ Positive attitude
- ✓ Ability and willingness to respond quickly and provide quality service

Automotive Cooperative Program

Gateway Community-Technical College

Executive Officer: Dr. Robert Zabek

88 Bassett Road

North Haven, CT 06473

Contact: Roy C. Francis

(203) 234-3300

Summary of Exemplary Accomplishments:

Gateway Community-Technical College noticed many of the automotive programs in Connecticut high schools were losing enrollment and closing. After analyzing the problems, the college developed a college-high school cooperative program. This program gave high school teachers the opportunity to become updated in technological advances taking place in the automotive field. Through this program, high school teachers were allowed to attend General Motors and Toyota training programs that are not open to the general public. These same teachers were given the opportunity to teach automotive courses, at the college, under the supervision of trained college faculty. High schools of the participating teachers were eligible to receive donations of vehicles, engines and transmissions from the college to update their automotive programs.

What We Did:

Gateway Community-Technical College made an analysis of the problems adherent in high school automotive programs. These are: high school teachers have few opportunities to keep updated in this high-tech field because manufacturers' automotive training programs are not open to the general public; generally new vehicles are not available for student training at the high school level; and the expense of new diagnostic equipment for automotive components, sensors, emissions, suspension systems, brakes, etc. is normally far out of reach of the public school systems. It was then decided to develop a program that would address these problems.

How We Did It:

A three phase College-High School Cooperative Program was developed. Phase I – Automotive Training, the college became a conduit whereby high school teachers were able to attend General Motors and Toyota manufacturers training classes. Phase II – Instruct at the College, participating high school teachers were given an opportunity to upgrade their skills by teaching a college course under the supervision of college faculty. Phase III – Donation of Equipment, General Motors and Toyota gave the college permission to redonate vehicles, engines, and transmissions to those high schools that have participating teachers in the program.

Resource Requirements:

- ✓ Two existing automotive degree program (GM-ASEP and Toyota T-TEN)
- ✓ Up-to-date automotive facilities and diagnostic equipment
- ✓ Support by corporate sponsors, General Motors and Toyota, for training and the redonation of their equipment to participating high schools

Key Factors in Success:

- ✓ College administrators and faculty willing to take on the additional work of training high school teachers in the program
- ✓ High school teachers willing to volunteer their time for training
- ✓ Support for the College-High School Cooperative Program by corporate sponsors, General Motors and Toyota

Regional Consortium

Illinois Central College

Executive Officer: Thomas K. Thomas
East Peoria, IL 61635

Contact: Tom Campbell
(309) 694-5525

Summary of Exemplary Accomplishments:

Illinois Central College is a member of a regional consortium involving a state university and a private university. This consortium received two state grants, one directed toward work with small and medium-sized manufacturers in the area of technology upgrades, process improvements, efficiency improvements and increased profitability.

What We Did:

Under the state grant, five companies were selected. Each company completed a thorough needs assessment, and priorities were established. The three institutions assisted the process by identifying faculty and staff in each priority area identified by the company. Company staff and consortium faculty worked together to collect information and consider solutions to each problem.

How We Did It:

A state grant provided needed resources for staff time. The effort was truly cooperative between institutions and the companies involved.

Resource Requirements:

- ✓ Faculty and staff time from each institution
- ✓ Institutional commitment to assist area business

Key Factors in Success:

- ✓ Commitment of institutions to process
- ✓ Funds to support activities including travel and faculty time
- ✓ Willingness to work cooperatively with companies and other institutions

Heartland Technology Network

North Iowa Area Community College

Executive Officer: Dr. David Buettner
Mason City, IA 50401

Contact: Daryle Holbrook
(515) 421-4314

Summary of Exemplary Accomplishments:

North Iowa Area Community College (NIACC) is involved in technology transfer to bring new or underused technologies to existing companies, to help them become more efficient, productive and competitive in today's global market. Since the transferring of technology is most often from people to people, NIACC has focused on manufacturing assessment and the subsequent brokering of expertise. Part of NIACC's technology transfer initiative includes the participation in a statewide collaborative effort between the Iowa Community Colleges and the Wallace Technology Transfer Foundation called the Heartland Technology Network.

What We Did:

NIACC designated a staff person as our "technology agent" to work with the 310 small and medium-sized manufacturers in our nine-county service area. The staff person has an economic development background and was involved in outreach/liaison efforts with business and industry for three years. The technology agent handles liaison activities, coordinates assessment processes and organizes technology transfer assistance (nontraining). Any training needs identified are referred to NIACC's Continuing and Community Education staff. The director of Economic Development supervises the technology agent.

How We Did It:

The technology agent was briefed on Iowa's 15 technology centers and followed up with individual visits to each center to better understand available expertise, potential capabilities and resource access processes. Simultaneously, economic development staff started identifying, researching and analyzing potential manufacturing assessment processes and tools. To help collect data on local firms, NIACC is presently using a computer-based telephone interview tool which enables fast, high quality information gathering. A report is reviewed by a NIACC review team to recommend appropriate follow-up activities to the firm's CEO. The technology agent also attended an ISO 9000 assessor training program.

Resource Requirements:

- ✓ Funds to employ and support staff position
- ✓ Memberships in state and national groups involved in technology transfer
- ✓ Travel budget
- ✓ Unlimited phone budget

Key Factors in Success:

- ✓ Both philosophical and financial commitment by institutional leadership
- ✓ Staff person willing to learn and capable of dealing with business leaders
- ✓ Willingness to be innovative, take some calculated risks, and to accept occasional failures
- ✓ An existing working relationship with area manufacturers

Research Center for Manufacturing Technology

Alexandria Technical College
Executive Officer: E. Franklin Starke
1601 Jefferson St., Alexandria MN 56308

Contact: Kevin Kopischke
(612) 762-4404

Summary of Exemplary Accomplishments:

An innovative opportunity for technology transfer and deployment and student training is being developed between Alexandria Technical College (ATC) and the Tri-State Manufacturer's Association, a regional network of small and medium-sized manufacturers. College manufacturing and technology staff and students are working with the association to provide ATC students with practical experience in actual manufacturing technology applications. Manufacturers have the opportunity to have prototypes designed at the college and to have design and technology-related problems analyzed by staff. Participants actually partner in other research projects requiring expertise, equipment, and technology available through the college.

What We Did:

The college approached the Tri-State group with a proposal developed by a college staff member that would be of benefit to students and the manufacturing industries in this region. Designing a partnership that provided industry access to technology, equipment and staff expertise was a primary concern as the college positions itself as the hub of regional manufacturing training and technology transfer and deployment. The Research Center for Manufacturing Technology (RCMT) was developed and the first pilot project is underway.

How We Did It:

An entrepreneurial effort on the part of John Seim, fluid power instructor, provided this innovative opportunity. Subsequent meetings with the association staff took place and an advisory committee was established to bring the concept to reality.

Resource Requirements:

Presently the RCMT is pursuing external funding for the initiative. We are working with Minnesota Technology, Inc., a state-financed initiative created to enhance technology transfer and work place development, in order to staff the RCMT with a full-time position.

Key Factors in Success:

- ✓ Commitment to career entry and continuing education training
- ✓ A synergistic relationship between ATC manufacturing and technology programs and area industry
- ✓ Recognition by the college that regional manufacturers are true "customers"
- ✓ The college's position as the "center" for technology transfer

Geographic Information System

Coahoma Community College

Executive Officer: Dr. Vivian Presley
Route 2, Box 616
Clarksdale, MS 38614

Contact: Joseph M. Sneed, Betty L. Hunt
(601) 627-9139

Summary of Exemplary Accomplishments:

Coahoma Community College established a computer network link with the science and technology laboratories located at John C. Stennis Space Center that provides satellite-generated geographic information called a Geographic Information System (GIS). Data received can be used for economic and industrial development. The college's Technical Training Center is used as a base for informational resources.

What We Did:

We provided the communication channels, meeting facilities and equipment for training.

How We Did It:

The industrial training coordinator at Pearl River Community College worked cooperatively with NASA and the U.S. Geological Survey to deliver training programs to select personnel.

Resource Requirements:

We acquired computer modems (software, computers and printers were already available).

Key Factors in Success:

- ✓ Cooperative efforts of the community colleges, NASA, and U.S. Geological Survey
- ✓ Orientation seminars to inform and determine needs

Instruction Via Fiber Optics

Clovis Community College

Executive Officer: Dr. Jay Gurley
417 Schepps Boulevard
Clovis, NM 88101

Contact: same as above
(505) 769-4001

Summary of Exemplary Accomplishments:

Due to arrangements and the partnership with Eastern New Mexico Rural Telephone Cooperative (ENMR), the college was able to link seven rural public school districts with two-way interactive television via fiber optics and provide two programs: concurrent high school enrollment for day classes in each of the school districts; and an evening program for adults in the regular college course offerings. EMNR provided approximately \$85,000 in equipment and technical assistance to employ this pilot project. This is the second year of services and thus far the benefits far outweigh institutional costs. The rural school districts are satisfied and are able to provide their rural communities with added educational services.

What We Did:

We developed a special room for delivery of televised services, trained personnel (faculty) on the use and assisted school districts with employing services.

How We Did It:

We promoted and developed a strong rapport with the telephone cooperative management and board of directors. We suggested ideas for implementation with the use of their technology. We arranged the physical facilities to accommodate technical equipment. We continue to train personnel in the use of new technology, an ongoing process.

Resource Requirements:

- ✓ Training costs and added financial incentives for instructors
- ✓ Costs associated with the employment of monitors at rural sites and some scholarship assistance for students

Key Factors in Success:

- ✓ Training and development of personnel
- ✓ Positive communication with rural school personnel
- ✓ Reinforced the value of maintaining small school districts for the local economy
- ✓ Encouraged other schools and agencies to utilize delivery system
- ✓ Strengthened bond among communities and the college

Manufacturing System Technology Program

Dyersburg State Community College

Executive Officer: Dr. Karen Bowyer
Dyersburg, TN 38025-0648

Contact: Ron Bailey
(901) 286-3208

Summary of Exemplary Accomplishments:

The Manufacturing System Technology program was recognized by the National Council for Occupational Education for exemplary partnership with the Dyersburg/Dyer County Chamber of Commerce in 1987. It was selected by the Tennessee Vocational Association as the Outstanding Postsecondary Community College Program in 1990-91.

What We Did:

In 1986 the Manufacturing System Technology program was implemented. Its major goals were to provide a training base in developing technologies to accommodate the employed worker and for those persons never exposed to the business/industry/manufacturing environments, and to assist the fostering of economic growth within local business/industries/manufacturers.

How We Did It:

In 1985 DACUM revealed a need for training to provide local businesses/industries/manufacturers with qualified prospective employees. It also served as an incentive to encourage new employees to relocate in our service area. In 1986 initial equipment purchase was completed. Initially we started with fluid power and electronic trainers and AutoCAD for the CAD course. Over the next five years, we changed curriculum and purchased equipment to support courses in robotics-machine tools programming (CNC and CAM) flexible manufacturing systems.

Resource Requirements:

State legislation allowed two-year institutions to establish "Centers-of-Emphasis" with two specific requirements: enhance an existing technology and collect (through local businesses/industries/manufacturers) a specified dollar amount. The specified amount for our project was \$66,000. The state then agreed to match those funds on a two-to-one basis. Therefore, we started with a funded budget of \$198,000.

Key Factors in Success:

- ✓ Partnerships and technical support with businesses/industries/manufacturers
- ✓ Advisory committee with key representatives from businesses/industries/manufacturers
- ✓ Liaison with high schools and businesses/industries/manufacturers
- ✓ State/regional/national recognition of the program and coordinator

Technology Training and Deployment Partnership

Wisconsin Indianhead Technical College

Executive Officer: David Hildebrand

505 Pine Ridge Drive

HCR 69 Box 10B

Shell Lake, WI 54871

Contact: Phil Soltis

(715) 468-2815

Summary of Exemplary Accomplishments:

Wisconsin Indianhead Technical College - Rice Lake (WITC - RL), comprising an 11 county district located in rural northwest Wisconsin, was named the nation's first Novell Technology Institution Affiliate in 1991. This designation allowed WITC to pioneer a technology training and deployment partnership with Novell, Inc., a leading developer and marketer of Local Area Networks (LAN) technology, to serve the needs of rural business and industry.

What We Did:

With an assistance grant from the Wisconsin Board of Vocational Technical and Adult Education, a nine-credit Advanced Technical Certificate (ATC) in LAN management was developed and implemented in 1991. Curriculum was developed to industry standards through guidelines set by Novell. To date, 35 students have prepared themselves for designation as a Certified Novell Engineer (CNE) or Certified Netware Administrator (CNA). Rural businesses receive technical assistance through WITC's Business and Industry Training Department. Other colleges receive assistance from WITC's Business Division in establishing similar educational programming.

How We Did It:

WITC's instructor Ted Simpson learned the new technology by attending Novell instructor certificate courses. Wisconsin VTAE grant funds provided resources for the initial equipment purchases. Remodeling of the WITC microcomputer "mega" lab provided space for the program. Courses are offered all day each Friday on a pre-scheduled basis.

Resource Requirements:

WITC's Computer Information System-Microcomputer Specialist (CIS-MS) program provides lab facilities consisting of six mini-LANs (file-server and work stations) running Novell Netware on three topologies.

Key Factors in Success:

- ✓ WITC's lead CIS-MS instructor
- ✓ The partnership with Novell, Inc.
- ✓ A grant from the Wisconsin Board of VTAE
- ✓ WITC's CIS-MS program (named a Wisconsin VTAE Exemplary Program in 1991)
- ✓ Rural businesses needing LAN training and technical assistance

Technology Transfer Consortium

Chippewa Valley Technical College

Executive Officer: Norbert Wurtzel
620 West Clairemont Avenue
Eau Claire, WI 54701

Contact: Jim Brown
(715) 833-6200

Summary of Exemplary Accomplishments:

The Chippewa Valley Technical College is involved in a technology transfer effort aimed at increasing the competitiveness of Wisconsin manufacturers through enhanced productivity and quality. This effort is based on the assumption that the strategic advantages for manufacturers in the future will be the adoption of "cutting edge" process technology and a highly educated work force. The Wisconsin technical college system is uniquely qualified to assist in the implementation of this strategy. Chippewa Valley Technical College is the coordinating institution in a consortium of three VTAE colleges and the University of Wisconsin-Stout to deliver technology transfer in northwestern Wisconsin.

What We Did:

The Wisconsin Board of Vocational Technical and Adult Education created this consortium, Northwest Wisconsin Technology Transfer Consortium (NWTTC), to develop a model for technology transfer in Wisconsin. Chippewa Valley Technical College has a leadership role in this consortium and has established the following list of services to accomplish technology transfer: 1) manufacturing assessment, 2) technical assistance, 3) training, 4) one-stop reference/referral, and 5) promotion of advanced manufacturing technology.

How We Did It:

The NWTTC identified "manufacturing assessment" as its primary mission in technology transfer. As manufacturing organizations evolve toward higher levels of automation, they progress through distinct stages which build a foundation for the next stage. "Assessment" is the process of identifying an organization's current stage of development and formulating a plan to move toward higher levels. The NWTTC accomplished its goal by training the business and industry outreach personnel at each college in the assessment process. This allowed the colleges to raise the level of service to the manufacturing community.

Resource Requirements:

The organizational structure of the NWTTC required the participating institutions to commit both personnel and administrative support. Technology transfer is a people-intensive operation that requires time, commitment and teamwork to achieve the goal of increased manufacturing competitiveness.

Key Factors in Success:

- ✓ Administrative support for the mission of improving manufacturing competitiveness
- ✓ Selection of the appropriate model and defining project goals
- ✓ Cooperative relationship between consortium institutions
- ✓ Commitment of personnel to learn and implement the assessment process
- ✓ Community support for promoting economic development through manufacturing

 Program Category #3

Industrial Recruitment and Retention Efforts

Industrial Recruitment and Retention Efforts

State	College	Program Submitted
Alabama	Alabama Aviation and Technical College	Retiree Recruitment
Illinois	Illinois Central College	Economic Development Consortium
Iowa	North Iowa Area Community College	New Jobs Training Program
Maryland	Wor-Wic Community College	Business/Industry Customized Training
Michigan	Alpena Community College	Changing Workplace Seminar
Nebraska	Western Nebraska Community College	Kurt Manufacturing Training Program
North Carolina	Davidson County Community College	Industry Visitation Program
Texas	Navarro College	Industrial Recruitment Video Catalog
West Virginia	West Virginia University	Higher Ed - Economic Development Program
Wisconsin	Chippewa Valley Technical College	Specialized Recruitment/Retention Activities

Retiree Recruitment

Alabama Aviation and Technical College

Executive Officer: Dr. Shirley H. Woodie

P.O. Box 1209
Ozark, AL 36361

Contact: Kathy Davis
(205) 774-5113

Summary of Exemplary Accomplishments:

A cooperative economic development activity among the Ozark Chamber of Commerce, Alabama Aviation and Technical College and the Alabama Department of Economic and Community Affairs resulted in the publication of "Your Retirement Options Just Went Up in Ozark, Alabama." This brochure serves as a companion piece to the city's retirement brochure, and it is currently available in visitor's centers in the state of Alabama and the U.S. Army Aviation Museum at Fort Rucker.

What We Did:

We promoted local economic growth for the college and the surrounding community by developing a marketing brochure for retirees. The recruitment of retirees to Ozark has been enhanced by this marketing effort. Retirees now have a more positive awareness of Alabama Aviation and Technical College and the city of Ozark. The brochure features photos and quotes from retirees who are employed, enrolled, or performed volunteer services for the college.

How We Did It:

We used the in-house talents of college staff and volunteers who serve on the Chamber's Retirement Committee to develop the brochure and we used state resources to ensure that the brochure was placed in visitor's centers across the state.

Resource Requirements:

A grant from the Alabama Department of Economic and Community Affairs paid for the printing costs of the first 10,000 brochures. The college hired a professional photographer to take pictures. The \$1,800 cost to reprint 10,000 copies was shared equally by the college, the city and the development office.

Key Factors in Success:

- ✓ Mutual benefit to all parties involved in the partnership
- ✓ In-house talents available
- ✓ Excellent reputation and uniqueness of Alabama Aviation and Technical College

Economic Development Consortium

Illinois Central College
Executive Officer: Thomas K. Thomas
One College Drive
East Peoria, IL 61635

Contact: Thomas Campbell
(309) 694-5525

Summary of Exemplary Accomplishments:

Illinois Central College is a member of a three-institution Consortium for Economic Development. This consortium, formed and funded through a state grant, allows our college to work in conjunction with other institutions to accomplish tasks we would not be able to achieve working alone. One aspect of the project was the development of a community forum to assist local committees in business retention.

What We Did:

As a result of three years of cooperative efforts, the consortium developed a number of joint projects: business training needs assessment; data base for economic development; International Trade Center; degree completion needs assessment for adult place-bound residents; and technology transfer assistance through the consortium institutions.

How We Did It:

Each consortium institution was responsible for part of a one-hour presentation/workshop made available to area chambers. The workshop contained information about the efforts of the consortium and explained how the products could be utilized by the chamber for local efforts in business retention.

Resource Requirements:

- ✓ Institutional commitment to work cooperatively
- ✓ Funding source to provide staff and faculty time for projects

Key Factors in Success:

- ✓ Commitment of institutions to cooperative process
- ✓ Past working relationships and products of the cooperative effort
- ✓ History of relationships with local chamber representative

New Jobs Training Program

North Iowa Area Community College

Executive Officer: Dr. David Buettner
Mason City, IA 50401

Contact: Tim Esbeck
(515) 421-4352

Summary of Exemplary Accomplishments:

House file 623, 280B "The New Jobs Training Act," enacted by the 1983 Iowa Legislature, created a unique opportunity for qualified new or expanding industries to train a productive work force while lowering the special start-up costs of a relocation or expansion initiative. Funding for this Iowa Industrial New Jobs Training Program is determined by the number and nature of new jobs and the education and training needs of the employer. Funds are derived from the sale of tax exempt and taxable certificates and repaid over ten years through the diversion of property taxes from the increased value of buildings, machinery, and equipment; and/or a portion of the new employee's state withholding taxes. There is no increase in taxes to the company. The certificates are sold through, and the training plan is designed in cooperation with, the local area community college. Other state programs administered by NIACC which encourage the attraction and retention of industry include: Iowa Small Business New Jobs, Iowa Retraining, and the Customized Training Programs. The economic impact to north Iowa from these four programs has been significant: a total of 61 projects involving \$4,393,184 and resulting in the training and retraining of 4,376 area workers.

What We Did:

NIACC established a separate Economic Development Department in 1990 to focus on the promotion and marketing of these training programs. To ensure these programs were understood and included in area development group financial resources and incentives, the NIACC director of Economic Development attended these group board meetings regularly. The director also prepared, delivered and explained promotional materials displaying training program benefits and college resources available for the expansion, creation, and attraction of new jobs to the area.

How We Did It:

To provide area development groups and communities basic tools for their industrial recruitment and retention efforts, NIACC has held free seminars/workshops covering the following topics: Turning a Lead into a Prospect, Prospect Hosting and Handling, State and Local Incentives and Opportunities, and Existing Industry Call and Recognition Program. The presenters for these seminars were the marketing manager and community consultants from the Iowa Department of Economic Development. According to a recent survey of area development groups, information and tips received at these seminars have already proven useful and beneficial when working with prospects and existing industry. The survey also indicated the need for these seminars to continue.

Resource Requirements:

NIACC's commitment to economic development includes a department consisting of a director, accountant, and part-time secretary. Administrative fees are charged on training projects to fund economic development activities. The director has been involved in several new training programs and prospect visits. Area development groups call the director regularly for assistance with prospects, existing industry expansions, and other college resources.

Key Factors in Success:

- ✓ Respond to needs of area development groups and business/industry
- ✓ Provide current information and material on available training programs and NIACC resources
- ✓ Promote regional community cooperation and pooling of limited resources
- ✓ Conduct informational seminars on economic development topics for the benefit of the area
- ✓ Regular communication with area development groups and business/industry

Business/Industry Customized Training

Wor-Wic Community College

Executive Officer: Dr. Arnold H. Maner
1409 Wesley Drive
Salisbury, MD 21801-7131

Contact: Reenie McCormick
(410) 749-8181

Summary of Exemplary Accomplishments:

Wor-Wic Community College plays a vital role in industrial recruitment and retention efforts on the lower eastern shore of Maryland. Since its creation in 1975, the college had been serving the job training needs of area businesses and industries and the occupational goals of the residents of the college's service area. Evidence of Wor-Wic's commitment to job training is apparent in the college's slogan of "training local people for local jobs." This commitment and the support Wor-Wic has provided to new, expanding and existing companies has led to the development of exemplary relationships with area businesses and industries. In addition, more than 50 percent of our credit program students and more than 90 percent of our community and continuing education students are taking courses for work-related reasons. About 50 percent of the tuition Wor-Wic receives for community and continuing education courses is paid by area businesses and industries who send their employees to Wor-Wic's continuing education courses.

What We Did:

In its early years, Wor-Wic established a partnership with the Salisbury-Wicomico Economic Development (SWED) Corporation. Since its beginning, Wor-Wic has been offering customized training programs in response to the needs of industries, which are often identified by SWED's executive director. Wor-Wic hired a director of business and industry training in 1987 to assist with this institutional priority, which is also supported by a dean of community and continuing education and two county directors. One of the primary ways Wor-Wic assists local economic development efforts is through its customized training courses.

How We Did It:

The college provides consulting services and specialized training to area businesses and industry and works with local, state, and federal agencies in the acquisition of funds to develop those efforts. When a new industry is considering a move to the area, the executive director of SWED calls on the college president to meet with representatives from the prospective industry so that the president can emphasize Wor-Wic's commitment to providing a trained work force for the company.

Resource Requirements:

The resource requirements are those provided as a result of the commitment of the college, economic development, and state agency personnel to do whatever it takes to achieve the common goal of attracting and retaining industry to the area.

Key Factors in Success:

- ✓ Good communication between economic development officials, prospective industries, and the college
- ✓ Long-standing relationship of state and local officials working as a team on industry relocation efforts
- ✓ Flexibility and willingness to undertake new programs and act quickly to meet the time requirements of industry
- ✓ Commitment of the board and the president to the training mission of the institution
- ✓ Local and state financial resources necessary to ensure quality programs, including facilities, equipment, and skilled instructors

Changing Workplace Seminar

Alpena Community College
Executive Officer: Dr. Donald L. Newport
666 Johnson Street, Alpena, MI 49707

Contact: same as above
(517) 356-9021 x246

Summary of Exemplary Accomplishments:

Service area employers were very concerned about competitiveness of workers. Many believed their market share to be shrinking because of international competition. A seminar called "Changing Workplace" was developed by the college to assist employees with transition to the 21st century work environment. The seminar focuses on traits, skills and attitudes needed to ensure area businesses can successfully compete in the global marketplace.

What We Did:

With input from area business leaders, the college developed a 16-hour seminar which helps employees integrate teamwork, improved communication linkages, quality assurance and waste reduction into their work place. To date over 4,000 area employees have benefitted from the seminar.

How We Did It:

The college collected input from business leaders, developed course curriculum and tested the course with the entire work force of a large employer. Based on information from the test, the course was modified slightly.

Resource Requirements:

The college provided facilities, staff and curriculum design assistance. Employers provided students and assisted with content review and updating.

Key Factors in Success:

- ✓ Employers see immediate, positive changes in employees
- ✓ Course is short, work place focused, and intense
- ✓ Instructor is work site oriented and focused
- ✓ Instructional materials are customized for individual work sites
- ✓ Employers have direct input into content

Kurt Manufacturing Training Program

Western Nebraska Community College

Executive Officer: Wayne Sides
1601 East 27th Street
Scottsbluff, NE 69361

Contact: Wayne Sides
(308) 635-6032

Summary of Exemplary Accomplishments:

Kurt Manufacturing is a precision machining, tooling and industrial product company in Lyman, Nebraska. The company needed to hire screw machine operators because of an expansion of their company. They were unable to hire the numbers they needed in our area with the skills needed to successfully do the job. By working through JTPA and Job Service, Western Nebraska Community College was able to train 24 people and fulfill the needs of Kurt Manufacturing.

What We Did:

Western Nebraska Community College worked with Kurt Manufacturing in setting up a training program. It was designed specifically to meet the needs of the company.

How We Did It:

We determined exactly the skills the employees would need to successfully complete the job. We set course curriculum in blue print gauging, statistical process control and training with screw machine operation. We also offered continuous on-site training.

Resource Requirements:

- ✓ ACME Gridley Screw Machine Training program
- ✓ Designing the training program around the needs of Kurt Manufacturing
- ✓ Pre-testing of new employees
- ✓ Using federal funds to help offset the expense of this training program

Key Factors in Success:

- ✓ Collaboration with Kurt Manufacturing in designing training programs around their needs
- ✓ Support of JTPA and Job Service
- ✓ Assistance from the Career Assessment Center in pre-testing of employees

Industry Visitation Program

Davidson County Community College

Executive Officer: Dr. J. Bryan Brooks

P.O. Box 1287

Lexington, NC 27292

Contact: Dr. H. Hugo Hodgin

(704) 249-8186

Summary of Exemplary Accomplishments:

Davidson County Community College, the Davidson County Economic Development Commission (EDC) and the Lexington/Thomasville Chambers of Commerce are jointly sponsoring an industry visitation program which is helping existing industries become more aware of the services available to them through these agencies. These services are being utilized by industries as they make expansion plans and, in some cases, are helping companies remain in business. Through this program, companies are becoming more aware of how the EDC can provide assistance with issues such as export requirements, revolving problems with local government and identifying sources of financial assistance. They are also becoming familiar with the educational opportunities available to them through the community college, particularly training programs designed for both supervisory and production personnel. In a number of cases, training programs may be designed to meet the specific needs of a company and offered at the plant site.

What We Did:

At the EDC retreat in the spring of 1992, participants set as a major focus retention and expansion of existing industry in Davidson County. The approach adopted called for the community college, EDC (which has its headquarters at the college) and chambers of commerce to begin a visitation project which would include a variety of existing industries. The chambers were instrumental in identifying the industries that were likely to benefit from the program.

How We Did It:

The EDC contacted each targeted industry to schedule a visit date. Generally, one or two plant visits are scheduled each week. The industries range from large furniture corporations employing hundreds of employees to companies employing fewer than ten employees. Officials at each firm are asked to complete a questionnaire which requests general information about company operations, projected expansion plans, labor problems, educational and training needs and problems/concerns company officials feel should be addressed by government agencies, the chamber and EDC.

Resource Requirements:

- ✓ Time commitment of representatives from the college, EDC and chamber
- ✓ Printed materials including questionnaires and informational materials
- ✓ Part-time instructors, as needed by companies

Key Factors in Success:

- ✓ Cooperative efforts of the three sponsoring agencies
- ✓ Receptive response from industry visits
- ✓ Timely use of information distributed to and received from each company
- ✓ Willingness of companies to take advantage of services
- ✓ Continued communication among college, EDC, chambers and industries following visits

Industrial Recruitment Video Catalog

Navarro College

Executive Officer: Dr. Gerald Burson
3200 West 7th Avenue
Corsicana, TX 75110

Contact: same as above
(903) 874-6501

Summary of Exemplary Accomplishments:

Navarro College provided an effective way to introduce Corsicana, Texas, a community of 25,000, and its commercial/industrial opportunities to companies seeking to relocate. The unique component of the college's effort is an extensive Radio and Television Program. To improve industrial recruitment, the college in conjunction with the Industrial Foundation and Guardian Industries created a video catalog of current industries in the area and available industrial sites. In three years, 22 presentations were produced and eight industries located in Corsicana. The new companies range in size from five to 400 employees and spent \$20,000,000 in construction costs.

What We Did:

A standard video is given to an industry seeking general information about the area. If an industry is seeking more specific information, the college prepares a custom video, highlighting sites of interest to the industry. The video is prepared as quickly as possible, preferably while the industry team is in town.

How We Did It:

The Industrial Foundation notifies the college of requests for videos. They also inform the college when sites should be added or deleted from the catalog. The college shot the initial footage from both the ground and air. Students and staff collaborate to narrate and edit tape.

Resource Requirements:

Colleges with minimal portable camera and editing equipment could provide this service to their community.

Key Factors in Success:

- ✓ Cooperative attitude between the college and industrial recruitment team
- ✓ Support by current industries, community leadership and college board
- ✓ Staff and students desiring applied learning opportunities
- ✓ Equipment
- ✓ Community leaders who are willing to invest time and money to industrial recruitment

Higher Education and Economic Development Program

West Virginia University at Parkersburg

Executive Officer: Dr. Eldon Miller
Parkersburg, WV 26101

Contact: Dr. Robert McCloy
304-424-8000

Summary of Exemplary Accomplishments:

Rural communities face insurmountable odds in attracting new business and industry. Often, local governments lack resources and expertise to convince the private sector to relocate to their area. Recognizing the problems a number of its service area counties were facing, West Virginia University at Parkersburg, in cooperation with C&P Telephone Co., began work in 1990 to develop a Higher Education and Economic Development program to directly link education and economic development by utilizing college students to recruit and support new and existing industry in rural areas of the state. While the primary beneficiaries of HEED are the communities and businesses involved in the program, the participating students are reaping real-life experiences by preparing the way for tomorrow's jobs – even perhaps their own. The program's success to date has prompted plans to expand HEED's scope to encompass additional regions.

What We Did:

The pilot project was implemented in January 1991 with the offering of a four-course sequence designed to train students to become economic development professionals by combining classroom study and real-world exposure to rural economic development issues. Wirt County is the program's "laboratory." HEED students are assisting Wirt officials with activities including the development of the country's first-ever database of available buildings and land for considerations by potential developers and the establishment of marketing teams.

How We Did It:

The HEED students learn to perform all the functions of an economic development office under the guidance of an advisory board of economic development professionals, college faculty, business representatives and local/state government officials. Combining course work with internships and cooperative education experiences, students learn by doing: analyzing statistical research, assessing the available work force, identifying prospective employers, attending county economic sessions, developing strategies, and visiting prospects.

Resource Requirements:

Members of the program's advisory committee serve as the nucleus for its guest lectures. The committee has been directly involved in the design of the courses and the recruitment of resource contacts. C&P Telephone has made several financial contributions to the program and has representatives serving on the WVU-P HEED advisory panel.

Key Factors in Success:

- ✓ The linkage and willingness of higher education and business to cooperatively develop an economic development solution to assist rural counties in attracting/retaining business and industry
- ✓ The positive impact HEED is having in empowering a rural county to "compete" as a prospective site for jobs
- ✓ The opportunity that HEED is providing students to make a difference

Specialized Recruitment/Retention Activities

Chippewa Valley Technical College

Executive Officer: Norbert Wurtzel
620 West Clairemont Avenue
Eau Claire, WI 54701

Contact: Diane Pavelski
(715) 833-6200

Summary of Exemplary Accomplishments:

Chippewa Valley Technical College is involved in a variety of specialized activities directed at industrial recruitment and retention efforts. Results from these activities have included 1) an increase of 1,700 jobs or a 1.9 percent job growth increase in the college service area during 1992; 2) the attainment of over \$500,000 in customized training funds to train/retrain over 1,000 workers; 3) campus visits with 26 key CEOs and business owners in the college service area; and 4) the provision of export/import and procurement information and opportunities to 566 employers/employees.

What We Did:

We provided information to attract businesses from outside the Chippewa Valley for the purpose of expansions and relocations. We worked with local economic development organizations and prospects to identify training needs and introduced them to college programs and services. We dedicated 50 percent of the economic development coordinator position to marketing for business recruitment through a newly formed regional economic development organization called Momentum 21. We assisted companies in applying for Wisconsin Department of Development customized labor training funds for training/retraining employees. We invited CEOs and business owners to breakfast and luncheon exchanges to discuss training needs and services available from the college.

How We Did It:

The college provided the leadership in marketing the Chippewa Valley to recruit businesses through direct mail, participation in prospecting trips and trade shows. We designated staff to act as liaisons between the business and the Wisconsin Department of Development to design and develop customized labor training proposals. We identified new and key existing businesses within the college service area to increase communication and promote the college's services. We organized and sponsored training workshops and conferences to familiarize businesses with export/import opportunities and procurement programs.

Resource Requirements:

The college provided personnel support. The majority of funds to implement the described activities and services came from outside the college.

Key Factors in Success:

- ✓ Board and administrative support to actively participate in economic development recruitment and retention activities
- ✓ Cooperative relationships among Wisconsin Department of Development, local economic development organizations, local businesses, Forward Wisconsin, etc.
- ✓ Commitment of personnel to seek out and provide new services that enhance economic development for the Chippewa Valley
- ✓ Financial support from sponsoring organizations outside the college to help fund activities
- ✓ Internal staff cooperation and coordination to implement new programs and services

 Program Category #4

College Relationships with Business and Industry

College Relationships with Business and Industry

State	College	Program Submitted
Alabama	Bessemer State Technical College Wallace Community College-Selma	Mobile Training Unit Training and Tech Prep Consortium
Alaska	Prince William Sound Community College	Computer and Oil Spill Response Training
Arkansas	Phillips County Community College Phillips County Community College	Electronics and Hydraulics System Training Economic Impact Study
California	College of the Redwoods Victor Valley College	Economic Development Forum Economic Development Advisory Council
Florida	South Florida Community College	Industry Service Program
Georgia	Bainbridge College Gainesville College	Migrant Farm Worker Assistance Child Care Solutions
Iowa	Iowa Lakes Community College North Iowa Area Community College Northwest Iowa Technical College Northwest Iowa Technical College	Business and Industry Center Business/Industry Partnerships Coilcraft, Inc. Training Program Distance Learning - Electrical Occupations
Kansas	Allen County Community College Cloud County Community College Colby Community College Cowley County Community College Pratt Community College	Robotic Installation Assistance Business and Industry Coalition TV Broadcast Training Program Quality Improvement Network Industrial Electronics Training
Maine	Central Maine Technical College Kennebec Valley Technical College	Partnership - Challenge Grant Hydraulic Training Program
Michigan	Alpena Community College Alpena Community College West Shore Community College	Concrete Masonry Training Utility Technician Certificate Program Business Institute
Minnesota	Alexandria Technical College Alexandria Technical College Alexandria Technical College Alexandria Technical College	Center for TQM Training Health Practitioner Training Industry Education Initiative Mobile Safety Training Units
Mississippi	Coahoma Community College East Central Community College	Linkage Program Industrial Training
Nebraska	Western Nebraska Community College	KN Energy Training Program
New Jersey	Cumberland County College Warren County Community College	Quality Enhancement Technology Program Workforce Training
New Mexico	San Juan College San Juan College San Juan College	Aviation Technology Program Toyota Technical Education Network Automotive Service Educational Program

New York	Jefferson Community College Tompkins Cortland Community College	Cooperative Workforce Training Export Resource Center
North Carolina	Robeson Community College	Industrial Knitter Technician Training
Ohio	Muskingum Area Technical College Northwest Technical College	Tool and Die Technology Industrial Technology Degree
Saipan, MP	Northern Marianas College	Education Committee Advisory Body
Tennessee	Columbia State Community College	Scheduling Modification - Saturn Employees
Virginia	Lord Fairfax Community College Mountain Empire Community College Southwest Virginia Community College	Professional Readiness Opportunity Human Resource Development Project Center for Economic Development
Wisconsin	Chippewa Valley Technical College	Quality Improvement Network
Wyoming	Northern Wyoming Community College Western Wyoming Community College	Business and Industry Center Continuing Education/Training

Mobile Training Unit

Bessemer State Technical College

Executive Officer: Dr. Mike Bailey
Bessemer, AL 35021

Contact: Al Craig
(205) 428-6391

Summary of Exemplary Accomplishments:

Raised over \$96,000 to build a mobile training unit that will be used to help address the literacy problem in the greater Birmingham area. A new RV shell will be equipped with 10 personal computer workstations and software for reading, writing, arithmetic, reasoning, word processing, keyboarding and desktop publishing. An instructor will drive the unit to various company/plant sites on a daily basis and conduct classes on the needed subject.

What We Did:

We obtained a \$50,000 grant from the Alabama Power Foundation and Alabama Economic Development Partnership, and we obtained support from 25 companies which provided \$46,000 and financial commitment.

How We Did It:

To qualify for the \$50,000 grant, we had to have at least \$21,500 support from local business and industry. Our budget for the project was approximately \$100,000, so we wanted to obtain \$50,000 support from business and industry. Approximately 60 companies were contacted resulting in \$46,000 being raised from 25 companies.

Resource Requirements:

- ✓ Someone to contact company
- ✓ Someone to write proposal
- ✓ Someone to type and edit proposal

Key Factors in Success:

- ✓ Good relationship with business and industry
- ✓ Good idea for project that is easy to sell
- ✓ Good proposal writer
- ✓ Involvement from many people working as a team

Training and Tech Prep Consortium

Wallace Community College-Selma

Executive Officer: Dr. Julius R. Brown

P.O. Drawer 1049

3000 Range Line Road

Selma, AL 36701

Contact: same as above

(205) 875-7116

Summary of Exemplary Accomplishments:

Wallace Community College Selma (WCCS) attempted to provide training for business and industry. In 1991, there were 412 tailor-made training experiences. The college wanted to do more. Fortunately, the Alabama Power Foundation and the Alabama Economic Development Partnership also wanted to increase training. WCCS applied and received a \$26,000 grant to hire a training coordinator. The goal was to double the training programs and fund a number of unique pursuits, such as the development of Tech Prep.

What We Did:

The newly hired trainer/coordinator worked with local business and industry representatives to produce over 830 training experiences during 1992. It was very significant because in rural areas, fewer specialized services are available. Also, progress was made in the development of a WCCS Tech Prep Consortium and the creation of new links to business and industry. One employer who had over 350 people engaged in training requested and received a special commencement for its employees.

How We Did It:

The essential key is to design the training around the employer's needs. WCCS organized courses and instruction to meet the employer's needs, realities and priorities. We also held courses in sites most convenient for the employer.

Resource Requirements:

Funds were needed to support a trainer/coordinator position and to purchase supplies and books. Beyond those requirements, existing resources were used.

Key Factors in Success:

- ✓ A commitment to "tailor-made" instructional opportunities for local employers
- ✓ Funding for the trainer/coordinator and related materials
- ✓ Willingness of the college to be a factor in economic development of a relatively poor area of Alabama
- ✓ WCCS's involvement in the local chamber of commerce and the Economic Development Authority

Computer and Oil Spill Response Training

Prince William Sound Community College

Executive Officer: Dr. JoAnn McDowell

P.O. Box 97

Valdez, AK 99686

Contact: Vince Kelly

(907) 835-2943

Summary of Exemplary Accomplishments:

The major employer in Valdez is Alyeska Pipeline Service Company. Up to 1991 very little successful interaction occurred between the community college and Alyeska. In 1992 we signed two training contracts with Alyeska, for computer training and oil spill response training.

What We Did:

Before 1991, Alyeska's training needs were not being met by the community college. Now, the college is playing a substantial and expanding role in servicing their training needs.

How We Did It:

The college initiated discussions with Alyeska in the fall of 1991. We determined their most pressing needs. We brought in another branch of the university, Mining and Petroleum Training Service, to support industrial safety concerns. We held a "demonstration" course to exhibit our ability to deliver quality training. We held hazardous waste operations training for a large number of Alyeska employees. The college negotiated contracts for computer training and oil spill response training.

Resource Requirements:

The primary resource requirement was staff time of the vocational educational coordinator.

Key Factors in Success:

- ✓ Confine initial activity to achievable goals
- ✓ Closely monitor the quality of the training
- ✓ Maintain a high degree of schedule flexibility and a short response time for training requests
- ✓ Communicate frequently with client and respond to concerns

Electronics and Hydraulics System Training

Phillips County Community College

Executive Officer: Dr. Steven Jones

P.O. Box 785
Helena, AR 72342

Contact: Betsy Huff
(501) 338-6474

Summary of Exemplary Accomplishments:

The Mississippi River Delta received a great deal of negative publicity, much of it due to high unemployment rates and dwindling population as people left the area to look for jobs. Phillips County Community College (PCCC), being in the heart of the Delta, implemented a program which would directly attack the problem. It was not unusual for us to offer training for the unemployed, but after the training was complete, many of our graduates departed the small rural towns that we serve to find jobs. We decided to start a training program that would enable them to find jobs in their home towns.

What We Did:

John Deere dealers from Missouri, Louisiana, Mississippi, Tennessee and Arkansas sponsored students to attend PCCC for two years to learn the technology to repair John Deere machinery.

How We Did It:

A portion of each student's training was spent as an intern in the sponsoring dealership. After successful completion of the course, the graduate is qualified to work in any John Deere dealership. Due to the extensive specialized training in complicated electronics and hydraulic systems, each graduate is a highly sought-after technician. Graduates are being hired by sponsoring dealers, keeping quality workers in the region.

Resource Requirements:

John Deere Company donated equipment and classroom materials at a cost of \$500,000. The college provided two faculty members.

Key Factors in Success:

- ✓ Strong commitment to partnership
- ✓ Individual dealership involvement
- ✓ Ability to place graduates in area jobs
- ✓ Highly motivated faculty
- ✓ Highly motivated students

Economic Impact Study

Phillips County Community College

Executive Officer: Dr. Steven Jones

P.O. Box 785

Helena, AR 72342

Contact: Betsy Huff

(501) 338-6474

Summary of Exemplary Accomplishments:

Phillips County Community College (PCCC) raised public awareness of the economic impact the college has on the local community.

What We Did:

The college printed an Economic Impact Study which showed PCCC had a \$20 million impact on the economy of Phillips County since 1991. The study was mailed to over 1,000 community leaders and businesses to raise their awareness. It demonstrated an excellent return on the \$277,500 investment made by the community.

How We Did It:

Leslie Humphries, coordinator of Economic Development and Research, used the Ryan/Malgieri model for determining the impact, and used a conservative multiplier of three which was suggested by community bankers. Our lithographics department did the printing of the study.

Resource Requirements:

The investment was \$200 to pay for materials and staff time.

Key Factors in Success:

- ✓ Established partnership with the community
- ✓ Extensive research
- ✓ Professional printing
- ✓ Up-to-date mailing list
- ✓ Receptive community members

Economic Development Forum

College of the Redwoods

Executive Officer: Dr. Cedric Sampson
Eureka, CA 95501

Contact: Lea Mills
(707) 445-6789

Summary of Exemplary Accomplishments:

In 1989, College of the Redwoods, in coordination with business and community leaders, developed the Humboldt County Economic Development Forum. The mission of the forum is the commitment to enhance the quality of life on the North Coast by working toward economic and community development. The forum provides leadership in the areas of planning, coordination and information exchange. Since 1989, the forum sponsored four major conferences for the region: The Development of the Native Hardwoods Industry; The Future of Aquaculture; Designing the Future through the Arts; and Developing the Recycling Industry. All of the programs were well attended by diverse and interested community members, businesses, politicians and agency representatives. After each conference, an interest group formed and continues to meet regularly. As a result, businesses have developed, and resources are shared through the resulting network.

What We Did:

In an effort to critically examine the key issues that will shape the region's economic future and its quality of life for the next decade, the college held a business charette in February 1988. The charette brought together key business, political, professional, educational and industrial leaders of the community for a day of guided brainstorming on priorities for the North Coast. From this first effort, sponsorship developed that produced a November 1988 Economic Development Conference attended by 200 leaders of the community. The forum commissioned a study entitled, "What Businesses Make Sense for Humboldt County." This has become a working document for many county and city governments, economic development agencies, and private businesses and industries.

How We Did It:

The forum was accepted as a catalyst for bringing economic issues to public awareness and developing the goals to complement other community economic and training programs. The forum was able to look at the "big picture" and consider solutions for the north coast region as a whole, rather than meeting the needs of a specific constituency.

Resource Requirements:

In addition to several representatives on the forum, College of the Redwoods provided staff assistance, printing and mailing, and a conference location when needed. Funds for activities were produced by conference fees and grants from business and industry.

Key Factors in Success:

- ✓ Diverse leadership with common goals
- ✓ Innovative and positive climate for entrepreneurship
- ✓ Encourages a balance between economic stability and quality of life issues
- ✓ Provides a forum for discussion of economic, work force and business opportunities
- ✓ Advocates solutions for the region and supports other entities in their efforts

Economic Development Advisory Council

Victor Valley College
Executive Officer: Dr. Ed Gould
Victorville, CA 92392

Contact: Gloria Winters
(619) 245-4271 x361

Summary of Exemplary Accomplishments:

Victor Valley College (VVC) began economic development efforts in mid 1991 which included a major economic advancement survey conducted throughout the Victor Valley area. Approximately 4,700 businesses were surveyed with 12 percent responding. These businesses specified their needs and interests regarding training and/or counseling assistance. VVC has since instituted many training seminars from "Supervisory Skills and Personnel Procedures" to "Developing an Effective Business Plan and Marketing Your Small Business." The results of this important survey have been the guiding force for much of our efforts. On-campus counseling for entrepreneurs and new and existing businesses is offered at no charge including unlimited follow-up visits as necessary. Our President's Economic Development Advisory Council has recently merged with the Victor Valley group known as Valley Bucks to help keep the dollars in the local area. Educating people to shop locally for retail as well as professional services is the focus of this group. VVC serves as the neutral entity in this endeavor toward economic progress in the High Desert. With the exception of some funding received from the members of the President's Council, VVC's economic development center is virtually operating with no budget.

What We Did:

We formed the President's Economic Development Advisory Council which provides input from the county, cities, utilities, financial institutions and some private industry. We surveyed the Valley and acted on the results/requests of the business community as stated through the survey. We focused on business retention as well as recruitment of new businesses. We sought a business counselor through the Riverside Inland Empire Economic Partnership at no cost to VVC to assist the existing and/or potential business community.

How We Did It:

We demonstrated an immense need for small business and economic assistance in the Victor Valley thus bringing together the forces to work toward one common economic goal.

Resource Requirements:

We did all of the above with virtually no budget. Seeking volunteers from the community with expertise in various areas to present information to the business persons requesting assistance was a key factor.

Key Factors in Success:

- ✓ VVC remained the neutral entity in guiding the community to become united in an effort to combat the problems of these economic times.
- ✓ The business survey assisted to identify the needs of the business community.
- ✓ Volunteers from the business community provided their expertise to assist others through various free seminars.

Industry Service Program

South Florida Community College

Executive Officer: Dr. Catherine Cornelius
Avon Park, FL 33825

Contact: Michele Roberts
(813) 453-6661

Summary of Exemplary Accomplishments:

The industry service program to Lesco, Incorporated, in Sebring, Florida, is both a unique and prosperous one for the college and the company. The association formally began in 1986 with the beginning of Florida's Sunshine State Skills program. The partnership began with a skills training program set up at the Lesco site to train machinists and other metal workers. After the completion of the third grant year, the college found the symbiotic relationship to be so beneficial that it continued a full-time faculty member at the Lesco site at all times. Since the beginning of the relationship, the educational program at Lesco has grown from skill training in machining and metalworking only, to other skill areas, such as forklift safety, quality control training, drafting, computer numerical controlled machining and drafting and design, supervisory training, and basic skills instruction. The college has developed specialized, as well as general education college credit instruction leading to degree completion, to meet the needs of the growing company. In addition, the College is now beginning formal training in Interaction Management and Total Quality Management within the company. The company has dedicated classroom and office space to the college's use and considers the college as a permanent part of the company. Company management gladly flex the schedules of their employees to encourage regular and ongoing education at the company site and on the college campus.

What We Did:

The college set up a customized, individualized training program at Lesco, Inc. A highly skilled instructor was hired to develop, set up, and conduct the specialized training at the company and to coordinate efforts between the college and the company. The college provided materials, staff, and educational supplies. The company supplied classroom and laboratory space and all necessary machinery and specialty supplies. Courses were developed to meet the specialized needs of the company as it grew from infancy to the largest manufacturing plant in the county.

How We Did It:

A grant project was written and received for three consecutive years to get the initial funding for the project materials and staffing. We hired the appropriate staff and committed both college resources and staff time to see the project to both grant completion and on-going continuation for the college and the company.

Resource Requirements:

Due to the fact that there was a restriction on the state reimbursement formula for training conducted under this grant, initial funding from the grant was required to provide staff for instruction. However, since the project was so successful the college has been able to continue the project under regular college funding.

Key Factors in Success:

- ✓ Initial grant funding
- ✓ Hiring the right instructional staff with very advanced skills
- ✓ Prioritizing the project within the college to accommodate special needs
- ✓ Cooperation among the college departments to accommodate special needs
- ✓ Cooperation from the company to accommodate the college's procedures

Migrant Farm Workers Assistance

Bainbridge College

Executive Officer: Dr. Edward Mobley
Bainbridge, GA 31717

Contact: same as above
(912) 248-2510

Summary of Exemplary Accomplishments:

Bainbridge College determined the need to deliver ESL courses to migrant workers in the area. The key to the success of this program was bringing the classes to the camp sites where the workers resided. Both migrant farm workers and the agribusiness community benefited. A total of 61 participants were served. At the end of the sessions students who couldn't speak English responded in English to simple questions delivered in English.

What We Did:

The goal of the program was to teach basic survival English to migrant farm workers. Another instructional goal was to teach the students to ask for and understand directions to places such as the police station, hospital, and health department. This included enabling each student to understand and respond to requests for his/her name, address, location and date of birth, marital status, number of children, name of employer and names of parents. It also included numbers, days, months and colors.

How We Did It:

In spring 1992 college officials contacted service area citizens and organizations to research the breadth of outreach activities to the Hispanic population. It was determined that area migrant workers could benefit from college involvement, especially if the college could take classes to the camps where the population resided.

Resource Requirements:

The college's converted Winnebago camper was used as the traveling headquarters for the ESL program. Approximately \$200 was used to pay for maintenance and on-site use of the vehicle. The cost of instructional materials, a cassette tape and two accompanying ESL booklets was \$100. Four instructors were used, three paid and the fourth a volunteer. The instructors' salaries came to approximately \$700. Five cassette listening stations, two Apple computers and ESL software program, one table, 25-30 chairs, and one portable outdoor light were provided by the college. Substantial office support was also provided by the Department of Continuing Education to coordinate the program.

Key Factors in Success:

- ✓ Taught the sessions in the camp where the population resided
- ✓ Enlisted the support of volunteer organizations serving the Hispanic population
- ✓ The course was free for participants

Child Care Solutions

Gainesville College

Executive Officer: Dr. J. Foster Watkins
Gainesville, GA 30503

Contact: Anita Payne Smith or Dr. Steve Tilley
(404) 535-6319

Summary of Exemplary Accomplishments:

Since January 1990 Gainesville College planned and developed a child care resource and referral agency which serves parents and employers in a 12-county area. This public service provides consumer education and referral to parents enabling them to be more productive workers. Additionally, Child Care Solutions of Gainesville College assists parent workers in locating child care providers for nontraditional hours (shifts), disabled children and other special needs.

What We Did:

We created a database of all types of child care services available in our area. We publicized our service and offered training in "How to Start a Child Care Program" as well as ongoing child care continuing education training. We also provided enhanced referrals for corporate clients.

How We Did It:

We formed a planning committee which included members from the business, child care and college communities. Child Care Solutions staff developed various service contracts and grants to support the free referral for the community-based referral line.

Resource Requirements:

The college provided in-kind support of office space, and various small grants were secured through Dependent Care Block Grant Funds available to the state of Georgia from federal funds to begin the planning/development process. After two and one-half years, funding of the public service has come from several funding streams: private corporate referral contracts; Dependent Care Grant Funds for Child Care Information and Referral; Federal Child Care and Development Block Grant Funds; and local contracts with Community Development Services to provide child care resource development and referral for disabled children. Revenue from these sources is \$60,000 for 1992-93. Our first planning grant was for \$21,000 in 1990.

Key Factors in Success:

- ✓ Need for child care resource development in our service area
- ✓ Positive response from parents, child care providers and the community
- ✓ These services were not being provided by any group
- ✓ College administration support of economic development and early intervention

Business and Industry Center

Iowa Lakes Community College

Executive Officer: Richard Blacker

19 South 7th Street

Estherville, IA 51334

Contact: Clark Marshall

(712) 362-2601

Summary of Exemplary Accomplishments:

Realizing the need for affordable management and technical assistance by existing and start-up businesses, Iowa Lakes Community College in northwest Iowa developed a partnership with state universities, area service providers, economic development entities, local chambers of commerce, municipalities and the private business sector, to create business and training programs to meet the needs of the area. Iowa Lakes Community College is playing a vital role in the economic growth of the state of Iowa. The college/business/industry partnership is transferring information, customizing training, and meeting domestic and global challenges. Many new jobs have been created, business payrolls and paid taxes have increased, new small businesses have started, and many businesses have been saved from financial ruin.

What We Did:

Through the efforts of the college/business/industry partnership, within five years, the five-county area of rural Iowa saw more than 1,200 new jobs, school enrollment increases by 600 students, population increases, state personal income taxes paid increases by more than \$630,000, annual retail sales increases by more than \$5 million, and state aid to local schools increases by \$1.5 million.

How We Did It:

Iowa Lakes Community College created a Business and Industry Center to deliver services through the Small Business Incubator, the Small Business Development Center and the Rural Technical Assistance Center for Inventors and Entrepreneurs. The center coordinated the activities of all other area service providers through a Service Provider Network. An instructor was hired to teach Total Quality Management.

Resource Requirements:

Resources include office space for a director and support staff. Initial cost may have to be built into the general administrative budget, but the total costs will eventually be self-supporting from income generated by training programs.

Key Factors in Success:

- ✓ A college president and board of directors with a vision for economic development
- ✓ Very good communications and networking with other service providers
- ✓ A strategic/marketing plan
- ✓ Increased efficiency within college departments
- ✓ Hard work

Business/Industry Partnerships

North Iowa Area Community College

Executive Officer: Dr. David Buettner
500 College Drive
Mason City, IA 50401

Contact: Dr. Bob Schlimgen
(515) 421-4296

Summary of Exemplary Accomplishments:

Community colleges have become very active in the competitive business of direct customized training for industry. North Iowa Area Community College (NIACC) is a rural community college seeking new methods to provide more efficient educational opportunities for its industries. The industries are predominantly small when compared to the size of industries in metropolitan areas.

What We Did:

Continuing educators at NIACC recognize the recurring work force education effort by local industry. Many of these small to medium-sized industries have been providing continuing education for their employees for decades. The college was challenged to find a method to capitalize on the existing business and industry exposure to continuing education. Several local industries have extensive training departments. To help support their efforts, the college began to establish formal partnerships with selected firms. During 1990-91, four firms signed formal agreements with the college. A formal partnership with a firm provides several advantages to the industry. In addition to financial incentives, participating partners receive a special edition of *The Connection*, a two-page newsletter designed to be included in the staff newsletter of the partner. The newsletter logo has the name of the industry and the college printed on the masthead. Hence, each partner gets a specially prepared edition.

How We Did It:

Another advantage a partner enjoys is unlimited access to the college's new conference center. Participating partners use these facilities for any educational activity that is scheduled outside of their plant. The college sponsors quarterly meetings and quarterly reports of continuing education activity for each industry. The industrial partner enjoys certification for each student completing a course or training activity. The partnership also provides the college many advantages. There is an incentive for industry to sponsor ALL educational activities with the college.

Resource Requirements:

Prior to the partnership arrangements, NIACC had contractual agreements with four local industries. The terms of the agreements specified a purchase of training services from each of the four firms. Each industry contract with the college purchased personal services from a company training director. The partnership concept now serves 12 firms and increased the college's direct cost during FY92 by about 25 percent. The college anticipates 50-100 percent growth in the number of firms participating as partners. However, enrollments will not increase proportionately as each new partner will slowly and methodically seek ways to improve the employee training and, hence, the financial reward.

Key Factors in Success:

- ✓ Acceptance of empowering industry to act for college officials
- ✓ Overcoming job insecurity of college staff who see the partners as "doing their job"
- ✓ Developing a positive rapport with the management of each industrial partner

Coilcraft, Inc. Training Program

Northwest Iowa Technical College

Executive Officer: Dr. Carl H. Rolf
603 West Park, Sheldon IA 51201

Contact: Larry Grubisich
(712) 324-5061

Summary of Exemplary Accomplishments:

Northwest Iowa Technical College assisted Coilcraft, Inc.-Otis Division in Hawarden, Iowa in developing an effective training program. As a result of the program, the company was able to make the following improvements: made a long term commitment to training; built a training center; hired a full-time training coordinator; increased wages 9.2 percent; decreased employee turnover; experienced a higher productivity rate from employees; produced a higher quality product; wrote the job competencies and the training curriculum for 201 individuals; and became more competitive within their marketplace.

What We Did:

Coilcraft, Inc. approached Northwest Iowa Technical College two years ago for assistance in helping the company reduce the scrap and rework of their product. Northwest Iowa Technical College identified 15 job classifications and the job competencies that would be necessary to accomplish the task. Once the job competencies were identified, Northwest Iowa Technical College wrote the curriculum for training in all job classifications. In addition, in-house trainers were developed so they could recognize and work with performance-based and competency-based materials.

How We Did It:

A college employee spent two days per week for two years, developing the competencies, writing the curriculum and training in-house trainers. The project was accomplished with company and state funds, and was made possible because of employee participation and company commitment.

Resource Requirements:

Over two years, the company funded \$128,340, and the state funded \$74,657.

Key Factors in Success:

- ✓ Company commitment to training, both philosophically and monetarily
- ✓ The relationship between the company and college
- ✓ Employee participation
- ✓ A full-time training coordinator who initiated the training process
- ✓ State of Iowa's commitment to retraining Iowa's work force

Distance Learning - Electrical Occupations

Northwest Iowa Technical College

Executive Officer: Dr. Carl Rolf
603 West Park, Sheldon, IA 51201

Contact: Robert De Zeeuw
(712) 324-5061

Summary of Exemplary Accomplishments:

Northwest Iowa Technical College Business/Industry Training Institute is providing educational opportunities for people in the electrical industry through a distance learning project. Accomplishments are: distance learning apprenticeship program for local electrical industry; expanded concept of the distance learning program to include more electrical occupations; providing the participant various training modules on a pay-as-you-progress plan; and providing industry with a key electrical personnel training program with access to cost-effective training materials.

What We Did:

The electrical industry contacted Northwest Iowa Technical College to develop educational materials, in the form of training modules, that offer electrical technicians located in remote locations the opportunity to upgrade electrical code skills and knowledge required for an apprenticeship training program. The electrical industry utilizing the materials was instrumental in the initial development and revision of the content. This program is of special interest to over 10 related electrical occupations, especially those in rural and remote locations, due to unavailability of structured electrical code training. Initially, the intent of the project was to develop a modular apprenticeship program for the local electrical industry. This was accomplished through grant assistance from the Iowa Economic Development Office. After three years of field testing the modules, the college set a goal to expand and market the program nationally. A national marketing survey returned over 900 inquiries. Currently students are enrolled in the program from 12 different states plus several students from outside the continental United States.

How We Did It:

The project, initiated in 1987 and written by college staff, has been revised and expanded to a level of 40 courses, each developed as a module for 10 hours of self-directed study. Participants select from the "buffet" of modules to develop a personal training plan. Each module contains competencies, references, informational text materials, self-tests and a final evaluation. Participants are awarded one CEU per 10 hours (module). Upon completion of 30 modules, a certificate is awarded. The student is only charged for the modules as progress is made. The flexibility allows access to over 10 different related electrical occupations. Industry participants can opt to choose modules through a correspondence program or utilize the train-the-trainer program, called Key Electrical Personnel Training.

Resource Requirements:

- ✓ Requires a project manager
- ✓ Requires subject matter expertise
- ✓ Requires editing, desktop and marketing expertise
- ✓ Requires budgets and funding to exceed \$2,000/modules developed

Key Factors in Success:

- ✓ Long range college commitment for funding and staffing
- ✓ Availability of subject matter expertise
- ✓ Flexibility in the program offering to the participant
- ✓ Available to public at reasonable price
- ✓ Participant access to college subject matter expertise

Robotic Installation Assistance

Allen County Community College

Executive Officer: Dr. W.A. Griffin, Jr.
Iola, KS 66749

Contact: Dr. Frank Veeman
(316) 365-5116

Summary of Exemplary Accomplishments:

Manufacturing Technology instructors spent two summers working in a local industry to assist in installment of robotics. Local industry had the benefit of the instructors' expertise, and the instructors gained knowledge that can be applied back in the classroom.

What We Did:

We made the instructors available and employed part-time instructors for summer classes.

How We Did It:

We assisted in writing a Kansas Technology, Innovation and Internship Program Grant. We also assisted with communication with industry.

Resource Requirements:

One-half of the funding came from the local industry, and the other half came from the grant program.

Key Factors in Success:

- ✓ Outstanding faculty with marketable skills
- ✓ State resources
- ✓ Industry needs
- ✓ Industry resources
- ✓ Advisory council

Business and Industry Coalition

Cloud County Community College

Executive Officer: James P. Ihrig
Concordia, KS 66901

Contact: Debra Carlson Ohlde
(913) 243-1435

Summary of Exemplary Accomplishments:

The college understands that it is only as strong as the area it serves. In 1990 the college hired a community development resource coordinator to service the college's rural 11-county area. This commitment to helping the people, businesses and communities of north central Kansas has been rewarded by increased use of existing college services and the growth of new tailor-made services based on expressed needs of the college constituents. One of the most exciting developments has been the North Central Kansas Business and Industry Coalition (BIC).

What We Did:

The college serves as the catalyst and convener for the training opportunities and meetings of BIC. This network of small, rural manufacturers provides opportunities for those often under-served companies to learn from each other and to capitalize on available outside resources that any of them working alone could not secure. Although this group is new, much potential exists for reaching out to the smallest emerging manufacturers in the region which appear to present one of the most likely sources of economic revitalization and job creation for the area.

How We Did It:

BIC evolved from a college industry needs assessment. This proactive project positioned the college to receive requests for assistance from area manufacturers. One company expressed interest in bringing American Production and Inventory Control Society training to the region. The discovery of other interested companies resulted in the first meeting of what would become known as BIC. The organization continues to meet on a monthly basis and features plant tours, speakers on the latest manufacturing practices, and information about agencies that assist manufacturers.

Resource Requirements:

- ✓ Twenty percent of full-time staff (salary/benefits) - \$7000
- ✓ Student assistance - \$500
- ✓ Operating - \$1500
- ✓ Speakers, materials, conference fees - \$2500
- ✓ Travel - \$500
- ✓ Indirect cost - \$500

In addition to college and industry support, the project is presently funded by two outside sources, the Southwestern Bell Foundation and the Mid-America Manufacturing Technology Center. This allows for higher expenditures during the first two years for speakers, materials and student assistants. These estimates are a reflection of a more typical year's expenditures.

Key Factors in Success:

- ✓ Grassroots industrial support (BIC industry's idea)
- ✓ Partnerships with other agencies that lend financial and other resources
- ✓ Continuity provided by college staff otherwise lacking in volunteer organizations
- ✓ Flexible organizational structure responsive to company needs
- ✓ Success defined according to rural standards and not the metropolitan model

TV Broadcast Training Program

Colby Community College

Executive Officer: Dr. Mikel Ary
Colby, KS 67701

Contact: Gracemary Melvin
(913) 462-3984

Summary of Exemplary Accomplishments:

Enrollment in television production courses has shown a greater than two-fold increase in the two years since initiation of the joint program. The students in the CCC-KLBY program received more awards at the 1992 Kansas Association of Broadcasters Student Competition than any other two or four-year college program. These awards included: first in Best News Package and Best 60 Second Public Service Announcement (PSA); first and second in Best 30 Second PSA; second in Best Newscast; and honorable mention in News Feature and Best Newscast categories.

Students prepare news segments and produce a biweekly morning news program and a weekly coaches show. In addition to classroom activities, students often work part-time for the station to partially fund their education and to improve their job market status by acquiring additional production and on-air experience.

What We Did:

Colby Community College and KLBY-TV, the local ABC affiliate, combined efforts to serve the region's information needs and to provide network broadcast experience for students enrolled in the college television program. Once produced, student news segments air on KLBY on the student programs, on the local evening news, and/or on the parent station KAKE in Wichita. Station professionals instruct and work directly with the students to produce high-quality programs utilizing state-of-the-art equipment and the technical expertise of the television staff at both the KLBY and KAKE studios.

How We Did It:

The station is compensated by the college to provide technical instruction and production support for students enrolled in the college television program. The rural area served by the station includes 27,000 viewing households which have no other access to local news. By using students to identify, research, tape and produce studio and video footage of interest to the regional audience, the station is able to provide local news service and special programming which would otherwise not be possible.

Resource Requirements:

- ✓ Campus production equipment and facilities
- ✓ Local station production and broadcast equipment and facilities
- ✓ Skilled and adaptable station personnel who are willing to perform their duties and to assist students in developing skills in their specific technical areas of expertise in a rapidly changing industry
- ✓ A strenuous core curriculum which develops the communication skills necessary to produce high-quality segments

Key Factors in Success:

- ✓ Flexibility of college administration and station management
- ✓ Improved college/community communication on education issues
- ✓ Increased visibility for the students, the TV program and college
- ✓ Past success of "grow your own" programs to generate a secure employee pool
- ✓ Working together with industry experts in a highly-specialized technical field using up-to-date equipment

Quality Improvement Network

Cowley County Community College and Area Vocational-Technical School

Executive Officer: Dr. Patrick J. McAtee
125 South Second Street
Arkansas City, KS 67005

Contact: Dr. Bob Paxton
(316) 442-0430

Summary of Exemplary Accomplishments:

The college worked with business and industry to establish a county-wide Quality Improvement Network. This network has a membership of 200 business, industry and education leaders committed to implementing total quality improvement tools within the county to improve the quality of products and resources. The college also developed and implemented short-term and long-term training programs. The college increased the number of training hours per year by 700 percent in four years. Last year the college provided more than 100,000 hours of business and industry training. In addition, the college developed and implemented six new technical programs to meet the needs of business and industry.

What We Did:

The college developed very close relations with business and industry. The college implemented an industrial trade and supervision management course in which 24 credit hours are completed through on-the-job training. The college also implemented aircraft powerplant and airframe technology programs which are housed in industry-owned facilities. The college implemented a nondestructive inspection program and industry donated half of the equipment to start the program. The college also implemented Total Quality Management training programs and is providing this training to major industries such as General Electric and Rubbermaid, as well as family-owned businesses.

How We Did It:

Our business and industry relationships started with the college president meeting with the leadership of business and industry. The president encouraged the development of these programs by allocating fiscal and human resources. The college added a business and industry director, associate dean for technical education, two full-time instructors in Total Quality Management, as well as four new faculty members for other new technical programs.

Resource Requirements:

This is dependent on grants and other monies available.

Key Factors in Success:

- ✓ President's commitment to the program
- ✓ Respect of business and industry
- ✓ Responsiveness to industry needs
- ✓ Commitment by the college
- ✓ Communication with industries

Industrial Electronics Training

Pratt Community College/Area Vocational School

Executive Officer: Dr. Wojciechowski
Pratt, KS 67124

Contact: Jane Wallace
(316) 532-2402

Summary of Exemplary Accomplishments:

Pratt Community College recently cooperated with Exxon Chemical Americas, Co. in Kingman to develop a training program for their employees in industrial electricity/electronics. This program was designed to assist Exxon's production technicians in the diagnosis and repair of electronic components.

What We Did:

Pratt Community College worked closely with Exxon on curriculum, scheduling, equipment and instruction. Exxon had very specific needs, and we had to tailor the classes to those needs. We spent a great deal of time analyzing and learning about their operation to insure success in our training goal.

How We Did It:

PCC/AVS provided special equipment and specific components for training. We set up a classroom/lab for hands-on training. We advertised and interviewed together with Exxon for a qualified instructor. We examined and ordered instructional material for students and instructors. We monitored progress in the classroom to keep on target. We continued to work with Exxon for future programs in this area or others as needed.

Resource Requirements:

- ✓ Hiring qualified instructors
- ✓ Providing appropriate literature
- ✓ Adequate visual aids
- ✓ 10-lab-volt electronics trainers - \$4800
- ✓ 10-model 87 Fluke Digital Volt-O-Meters - \$2890
- ✓ Lab work tables
- ✓ Teaching aids, i.e., component parts, resistors, capacitors

Key Factors in Success:

- ✓ Focused objectives
- ✓ Quick reaction time to industry needs
- ✓ Cooperation/collective effort
- ✓ Enthusiasm/perseverance
- ✓ Communication

Partnership - Challenge Grant

Central Maine Technical College

Executive Officer: Dr. William Hierstein
Auburn, ME 04210

Contact: Annee Tara
(207) 784-2385

Summary of Exemplary Accomplishments:

Economic conditions in the state of Maine have resulted in budget reductions over the past three years with further cuts in the next biennium. College funds have not been and will not be available to upgrade equipment in many of the laboratories supporting the college's technical programs. Nevertheless, the strength of these programs depends on the availability of up-to-date equipment and faculty trained to use such equipment. To address this need in our robotics systems laboratory, the college formed a partnership with Gates Formed-Fibre Products, Inc. of Auburn, Maine.

What We Did:

Gates Formed-Fibre Products, Inc. provided a \$25,000 challenge grant, the first such grant ever received by the college. College faculty and Gates personnel will meet to share technical expertise. The college, with assistance from the president of Gates, will approach other area businesses for contributions to match the Gates' challenge.

How We Did It:

The college identified the need to upgrade the robotics systems portion of its Electromechanical Technology program and discussed this need with the president of Gates Corporation in Colorado. The corporation offered \$25,000 on the condition that the college match these funds from other sources. The result will be an investment of at least \$50,000 in this technology.

Resource Requirements:

- ✓ Faculty and administrative time in preparing the proposal
- ✓ President and staff time to continue to secure matching funds

Key Factors in Success:

- ✓ Well-documented specific need
- ✓ Support from the president of Gates
- ✓ A match between the needs of the college and the goals of Gates
- ✓ History of good working relationship between Gates and the college
- ✓ Flexibility in designing the terms of the grant

Hydraulic Training Program

Kennebec Valley Technical College

Executive Officer: Dr. Barbara Woodlee

92 Western Avenue

Fairfield, ME 04937

Contact: Dr. Doug McGowan

(207) 453-9762

Summary of Exemplary Accomplishments:

Kennebec Valley Technical College developed a hydraulic training program from "scratch" at the request of two major industries. We trained 280 mechanical maintenance employees from major paper industries in Maine, in 18 months. The college implemented a one-year diploma program in fluid power with plans to expand to a two-year associate degree. We became affiliated with the Fluid Power Society and the Fluid Power Educational Foundation in Milwaukee.

What We Did:

The college responded to training request in hydraulic training from industry. We developed two levels of training seminars for hydraulics and one in pneumatics. We obtained the equipment for mobile training for on-site training (nearly \$500,000 worth of equipment).

How We Did It:

We started with \$10,000 "seed" money from two industries. We redesigned existing trainers to meet industrial standards. We obtained technical supplies and equipment through state and federal surplus programs and generated donations of equipment from various industries.

Resource Requirements:

- ✓ Financial resources to support a full-time position
- ✓ A shop facility to accommodate all program requirements
- ✓ Heavy duty pick-up truck and fifth-wheel trailer for on-site industrial training
- ✓ Hydraulic and pneumatic trainer, machine tool equipment and welding shop

Key Factors in Success:

- ✓ Dedicated faculty and administrators
- ✓ Support from industry
- ✓ Cooperation from other educational agencies
- ✓ Training facilities
- ✓ Proper equipment

Concrete Masonry Training

Alpena Community College
Executive Officer: Dr. Donald L. Newport
666 Johnson Street
Alpena, MI 49707

Contact: same as above
(517) 356-9021 x246

Summary of Exemplary Accomplishments:

Alpena Community College and the Besser Company established an internationally unique set of one-week courses aimed at improving the manufacturing skills of employees of concrete masonry producers throughout the world.

What We Did:

Nine one-week courses were designed and marketed. To date over 8,500 students from 22 countries have taken one or more courses.

How We Did It:

Besser Company, the college and employers actively participated in curriculum design, instruction and blockmaker series marketing.

Resource Requirements:

The college provided physical plant and administrative support. Besser Company provided instructional equipment and instructional staff. Employers provided students and input into curricular needs.

Key Factors in Success:

- ✓ There was a huge training void in industry.
- ✓ Besser Company is highly customer responsive and training oriented.
- ✓ The college and Besser Company have excellent partner relationship.
- ✓ Courses are hands-on and industry specific.
- ✓ Courses are taught by nationally recognized industry experts.

Utility Technician Certificate Program

Alpena Community College
Executive Officer: Dr. Donald L. Newport
666 Johnson Street
Alpena, MI 49707

Contact: same as above
(517) 356-9021 x246

Summary of Exemplary Accomplishments:

The college in conjunction with the state's electric utilities started the only pre-employment utility technician certificate program in Michigan.

What We Did:

College staff worked with the state's electric utilities to design a unique one-year program offering students classroom and hands-on training in overhead construction, underground construction, theory, safety, environmental sensitivity, and other topics recommended by our advisory committee.

How We Did It:

College staff and industry representatives worked for one year collecting input on course content, fund raising, and marketing. Industry representatives are so pleased with the results of program that they recommend prospective students contact the college to be placed on the waiting list.

Resource Requirements:

The college provides facilities and employs instructor. Industry, to date, provided over \$200,000 worth of support to the program and provides regular input into curriculum.

Key Factors in Success:

- ✓ Industry needed higher quality entry level employment candidates.
- ✓ College and area electric utilities have excellent partner relationship.
- ✓ Industry was actively involved in program design.
- ✓ Industry supported concept with cash and equipment/supplies.
- ✓ Concept to start-up time was short.

Business Institute

West Shore Community College

Executive Officer: Dr. William M. Anderson

3000 N. Stiles Road

P.O. Box 277

Scottville, MI 49454

Contact: Mark Bergstrom

(616) 845-6211

Summary of Exemplary Accomplishments:

The Business and Industrial Development Institute of West Shore Community College (Business Institute) plays a primary role in completing applied research studies in the college service area. One example is the Lake Michigan Car Ferry Study. This study was instrumental in helping a local group receive approval to purchase the defunct service through bankruptcy proceedings. One of the primary considerations of the bankruptcy court was determining the public interest in deciding which bidder should be awarded the assets of the car ferry business. In making its decision, the bankruptcy court was heavily influenced by the study completed by the Business Institute which demonstrated the car ferry service had a \$15 million annual economic impact on the Ludington area economy. The first year of operation, 1992, saw the new owners make a profit, transport 115,000 passengers and 34,000 vehicles, employ 160 people, and assist in increasing sales for local businesses by 20-25 percent.

What We Did:

The Business Institute conducts applied research activities for businesses and organizations in the college service area and has completed numerous studies. The Business Institute conducted a study of the economic benefits to Ludington, Michigan of a defunct Lake Michigan car ferry service in 1991. The effort helped influence the bankruptcy judge to approve the purchase of the car ferry service and assets (including three ships) by a local group over several outside offers.

How We Did It:

The Business Institute gathered information on direct and indirect primary employment, induced employment, direct and indirect income and tax revenues generated by the car ferry service. The Business Institute also developed a profile of car ferry passengers.

Resource Requirements:

- ✓ Professional staff person of Business Institute (160 hours)
- ✓ Staff support person of Business Institute (20 hours)
- ✓ Printing, binding and related supplies (\$500)

Key Factors in Success:

- ✓ Commitment of West Shore Community College president to the project
- ✓ Availability and capability of Business Institute staff
- ✓ Availability of related studies and resources
- ✓ Cooperation of former owner of car ferry service
- ✓ Ability to conduct a survey of car ferry passengers

Center for TQM Training

Alexandria Technical College

Executive Officer: E. Franklin Starke
1601 Jefferson Street
Alexandria, MN 56308

Contact: Kevin Kopischke
(612) 762-4404

Summary of Exemplary Accomplishments:

Alexandria Technical College established a "Center for Total Quality Management and Organizational Development Training." Partnerships were established with external clients in the manufacturing, service, and government sectors. Clients range in size from small manufacturers to a large national restaurant chain with 6,000 employees. Training is centered on philosophies and methods resulting in continuous improvement through internal processes, empowerment of personnel and TQM tool utilization. Present efforts are focused on the design of partnerships with the college, regional industry (through the Tri-State Manufacturer's Association – a network of small and medium-sized manufacturers), and Minnesota Technology, Inc., a state-financed initiative created to enhance technology transfer and work force development.

What We Did:

In 1989 a decision was made to enter the world of Total Quality Management training. A full-time coordinator with TQM experience and expertise was hired directly from industry. We presently have three full-time staff working with this initiative. In 1991 the college committed to an internal TQM initiative. Internal staff training, team development and team project work is a major staff development initiative at Alex Tech. Planning continues for expansion of external TQM training to different markets.

How We Did It:

Commitment to external TQM training was a matter of employing staff to "build the vision." Internal commitment and practice is taking time as staff are educated about TQM, training is provided, questions are answered, and improvement projects are undertaken. A synergistic "internal/external" approach will allow this college to practice and train in the fundamentals of continuous improvement.

Resource Requirements:

Significant investment in staff for the external training and development is necessary. Staff development for internal staff is an investment that is most critical to a potential successful initiative.

Key Factors in Success:

- ✓ Management commitment to the concepts of Total Quality
- ✓ Staff understanding and commitment to a TQM philosophy
- ✓ Financial commitment from staff for training and outreach

Health Practitioner Training

Alexandria Technical College

Executive Officer: E. Franklin Starke

1601 Jefferson Street

Alexandria, MN 56308

Contact: Kevin Kopischke,

(612) 762-4404

Summary of Exemplary Accomplishments:

Alexandria Technical College, in partnership with seven regional, rural hospitals, applied for and received a \$25,000 training grant directed to the design and implementation of continuing education training programs for health practitioners. Innovative training delivery methods including interactive television, train-the-trainer, and multi-media programs are major components of the project. Equally important is a focus on Total Quality Management and TQM Tool training. This initiative will allow the college to hire a full-time customized training account representative who will work with a wide scope of health training initiatives.

What We Did:

We met with the practical nursing advisory committee, which is made up of health professionals from the area, in order to identify training needs. We conducted planning sessions with seven regional hospitals. We wrote grant proposal in cooperation with all seven hospitals.

How We Did It:

The differential of this grant in comparison to others in the grant competition was the focus on innovative delivery and innovative programming. Interactive TV and multi-media are very appropriate delivery mechanisms for this program. Total Quality Management training is being required by hospital accrediting agencies.

Resource Requirements:

A staff member was given the responsibility for grant planning and development. The grant monies will not totally cover the cost of the program. The college will commit resources to a "development" stage as we build our health training initiative. This will eventually become a self-sufficient program.

Key Factors in Success:

- ✓ A highly successful practical nursing program
- ✓ Confidence of the client in the ability of the college to deliver state-of-the-art training programs
- ✓ Staff with expertise in multi-media training, TQM training, and interactive television systems
- ✓ Availability of grant monies to initiate this project

Industry Education Initiative

Alexandria Technical College

Executive Officer: E. Franklin Starke
1601 Jefferson St.
Alexandria, MN 56308

Contact: Kevin Kopischke
(612) 762-4404

Summary of Exemplary Accomplishments:

Alexandria Technical College (ATC) designed a working agreement with two major manufacturers in Alexandria to "co-hire" one of the college instructors in order to begin the development of a synergistic industry-education initiative. The staff member works half-time at the college with machine and tool technology students and half-time at the manufacturing plants, focusing on the training needs of the employees of the two industries. Staff expertise, equipment, supplies, and technology from all participants are shared with students and employees resulting in a state-of-the-art learning experience for all involved.

What We Did:

Faced with a potential staff layoff due to declining state revenues, ATC president Frank Starke and ATC staff members met with local manufacturers to present this innovative learning partnership. With the use of TQM tools (Affinity Diagram, Cause & Effect) the format of the partnership was built. Commitments were made (financial and personnel) and the program began fall quarter 1992.

How We Did It:

Staff members from all organizations moved into this partnership with open attitudes. This was a truly unique arrangement for everyone, change was the only consistent component of operation. Team meetings were conducted frequently to monitor progress. Results at this point have been successful beyond expectation.

Resource Requirements:

Financial and personnel commitments on behalf of all parties remains a most critical component. The initiative continues to evolve and improve due to the people actively involved.

Key Factors in Success:

- ✓ Willingness on the part of area manufacturers to try something new in partnership with the college
- ✓ A tradition of exemplary performance by the Machine & Tool Technology Program and a high level of trust and confidence between all participants
- ✓ College tradition and commitment to innovative leadership in vocational/technical training
- ✓ A successful customized training initiative that provides training programs and services on a continuing basis

Mobile Safety Training Units

Alexandria Technical College

Executive Officer: E. Franklin Starke

1601 Jefferson St.

Alexandria, MN 56308

Contact: Kevin Kopischke

(612) 762-4404

Summary of Exemplary Accomplishments:

Alexandria Technical College (ATC) in an effort to serve business and industry and community based fire fighters and emergency response teams, built a fleet of state-of-the-art mobile safety training units. A 45' semi-trailer houses the Self-Contained Breathing Apparatus (SCBA) and Confined Space unit. The Mobile Compressed Gas Safety Unit is a 2,500 gallon L.P. delivery truck that is used to simulate L.P. fires. The newest safety training units is a Live Structural Burn Simulator that is also self-contained in a 45' semi-trailer. All units utilize a clean burning fuel that is environmentally safe. Training is provided throughout the upper midwest with these units. Partnerships have been established with more than 200 clients throughout Minnesota and surrounding states. All training is done on a contract basis. Collaborative efforts with the Minnesota Safety Council and other state and national safety organizations are key to marketing and delivery of training.

What We Did:

A decision was made to position the college as the "center" for mobile safety training. The units were built and/or purchased over the past 5 years for the purpose of meeting safety training needs of industry partners.

How We Did It:

A tremendous amount of "road work" was necessary to first inform potential clients of the training and technology available and then to "contract" with them for those same training services. It was very expensive, time consuming and labor intensive. It has, however, paid off.

Resource Requirements:

A very significant investment in both people and training equipment was and continues to be necessary for continuation of this training initiative. Presently we have 3 full-time staff coordinating and delivering training programs.

Key Factors in Success:

- ✓ Maintaining state-of-the-art training equipment and technology
- ✓ Commitment from staff members to the program – long work hours, very involved record keeping and intensive travel
- ✓ High quality training resulting in a loyal customer base
- ✓ Commitment by the college to invest in equipment and personnel

Linkage Program

Coahoma Community College

Executive Officer: Dr. Vivian Presley
Clarksdale, MS 38614

Contact: Joseph Sneed, Betty Hunt
(601) 627-9139

Summary of Exemplary Accomplishments:

The college implemented a linkage program to promote a closer working relationship with area industries. The goal of this linkage effort was to promote the college as a resource center for local industries.

What We Did:

The college in conjunction with the chamber of commerce and the Industrial Foundation published a quarterly newsletter entitled Hand in Hand. The newsletter informs local industrial leaders about legislation affecting business, upcoming seminars on a variety of issues such as OSHA and EPA regulations, quality issues, available training and training trends.

How We Did It:

The college and the Industrial Foundation reorganized a local manufacturer's association. The college hosts the monthly meetings and assists in obtaining presenters considered experts in their fields. The Industrial Services Department of the college organized an advisory council consisting of industrial leaders and college administrators to identify training needs and future direction. Select steering committees were organized to provide support, encouragement, and guidance to insure continuity.

Resource Requirements:

There were no additional resources required.

Key Factors in Success:

- ✓ All personnel possessed a common direction and goal

Industrial Training

East Central Community College

Executive Officer: Dr. Eddie M. Smith

P.O. Box 129

Decatur, MS 39327

Contact: Mr. John Adcock

(601) 635-2111

Summary of Exemplary Accomplishments:

The Industrial Training Program at East Central Community College was instrumental in helping an industry remain open and in the area. Brook Manufacturing Company in Union, Mississippi, a town with a population of approximately 1,500, was informed by its buyer, Ford Motor Company, that all of Ford's vendors had to meet the "Q-1" certification standards. Brook's employees were deficient in the area of statistical process control which meant that Brook would close its plant and over 100 people would be unemployed. East Central personnel; Mississippi State Department of Education Office of Vocational, Technical and Adult Education officials; and personnel from the Mississippi State University Research Curriculum Unit worked cooperatively with Brook Manufacturing to provide the necessary training to all Brook employees which helped Brook obtain a "Q-1" rating.

What We Did:

East Central Community College personnel met with Brook Manufacturing management personnel and planned, developed, implemented and evaluated a statistical process control training program. The college employed the instructor, supervised the instruction, and certified the employees who completed the training program.

How We Did It:

East Central employs an individual with responsibility for industrial training. This person coordinated the efforts of the college with the other parties. This person also located the materials, instructor and funds to provide the statistical process control training for Brook Manufacturing.

Resource Requirements:

- ✓ Training materials
- ✓ Instructor

Key Factors in Success:

- ✓ Commitment from the college, Brook Manufacturing and the state Department of Education to keep a quality industry in the area
- ✓ Having statistical process control materials readily available
- ✓ Having an experienced instructor available on the campus of East Central Community College

KN Energy Training Program

Western Nebraska Community College

Executive Officer: Dr. John N. Harms

RR 1, Box 33
Sidney, NE 69162

Contact: Dr. Judy Nissen
(308) 254-7410

Summary of Exemplary Accomplishments:

The relationship between Kansas-Nebraska Energy, Inc. (KN Energy) and Western Nebraska Community College, Sidney Campus, began 15 years ago when KN Energy gas service employees began attending training sessions one week per year on campus. Approximately 200 employees were involved in the individualized, self-paced training. During 1992, the KN Energy training program experienced substantial growth and involved more than 600 employees in week long training sessions. The training program is expected to grow another 30% in 1993. The training is provided by KN Energy trainers in a college facility designated as the KN Energy Training Center. The curriculum used is industry specific and college credit is awarded upon completion of each course. KN Energy employees are housed in campus housing and eat meals in the college cafeteria.

What We Did:

WNCC worked closely with KN's manager of safety and training in identifying training needs. As a result, a curriculum developer was hired by WNCC to assist KN trainers with new course development. An eight-hour fuel fire safety course was developed, and a 15 acre outdoor lab of 20 simulations was built to provide additional training. WNCC also remodeled a 16,000 square foot building on campus to provide classroom and lab space to house three different training sessions simultaneously.

How We Did It:

WNCC and KN personnel worked closely together in identifying training needs and requirements. Technical expertise and manpower was provided by KN Energy in cooperation with WNCC in designing and remodeling the training center. Approval was secured from the WNCC Board of Governors to allow for the growth of the KN Energy training.

Resource Requirements:

WNCC and KN Energy each contributed financial and personnel resources. They shared in the costs of remodeling the training center, and building the Fuel Fire Safety lab and simulations. The college provided the physical facility, furniture and audio-visual equipment for the training center; KN Energy provided tools, equipment and simulations for training purposes. KN Energy provides most of the instructional staff; WNCC provides technical assistance in course development.

Key Factors in Success:

- ✓ Maintaining frequent, open and honest communications between WNCC and KN Energy, Inc.
- ✓ Sharing costs between WNCC and KN Energy
- ✓ Using industry advisory groups to identify training needs and requirements
- ✓ Providing housing and food service on campus for those involved in training
- ✓ Providing physical facilities and space to accommodate expanded training needs

Quality Enhancement Technology Program

Cumberland County College
Executive Officer: Roland J. Chapdelaine
P.O. Box 517
Vineland, NJ 08360

Contact: Raymond J. Compari
(609) 691-8600

Summary of Exemplary Accomplishments:

In May of 1992, Cumberland County College was given state approval for a certificate program in Quality Enhancement (Quality Control) Technology. In June, in an effort to promote the program, the Cumberland County Quality Leadership Council was formed. The council developed a steering committee, mission statement, goals and objectives. In addition, it organized several quality seminars and teleconferences and conducted marketing and recruited for the Quality Enhancement Certificate Program. As a direct result of the council's marketing efforts interest for the program was generated in the manufacturing, service, health care, government and educational sectors. The program will be benefitting soon from a new quality control lab equipped with local industry-related testing equipment.

What We Did:

The college, after developing the certificate program, held a workshop that addressed "quality" in a broad spectrum in any business environment. From the workshop, the council was formed by business representatives interested in leading the county in its pursuit of quality products and services. The college serves only as the administrative hub, giving the council the authority and resources to drive the group in any direction they see appropriate.

How We Did It:

A business development administrator at the college, not an academic administrator or the public relations specialist, was assigned the responsibility to market and promote the new Quality Certificate Program. The initial workshop, a survey asking for volunteers, and resources such as a meeting room and secretarial support were needed to launch the project.

Resource Requirements:

- ✓ Business development administrator (10% of time)
- ✓ Meeting room (1 time per month)
- ✓ Secretarial support (5% of time)

Key Factors in Success:

- ✓ Local business support of quality concept
- ✓ College president support of program and quality concept
- ✓ College efforts toward developing quality services internally (sign of commitment)
- ✓ Resources and support provided to council for activities
- ✓ College administrator with authority to serve on council

Work Force Training

Warren County Community College

Executive Officer: Dr. Vincent DeSanctis
Washington, NJ 07882

Contact: Nancy Laudenslager
(908) 689-7613

Summary of Exemplary Accomplishments:

Work force training development issues were translated to the local community level, and the role of the community college to act as a catalyst and a major contributor to the economic stability of the county was demonstrated. The special uniqueness was the success in delivering job training and retraining programs in a small market area. To maintain financially stable class sizes, some programs were creatively designed and a variety of tuition sponsorships were acquired.

What We Did:

Training programs developed and offered included: Human Behavior in the Workplace, Handling the Difficult Employee, Medical Office Management, Certified Medical Assistant, Office Systems, Certified Nursing Assistant, Certified Homemaker Home Health Aide, and Group Home Counselors/Aides.

How We Did It:

We researched labor demand occupations and business training needs (in some cases free training was offered as an incentive for businesses to begin or continue training); consulted with experts in the field for development of courses (job skills and equipment necessary, employment opportunities); cultivated partnerships with agencies such as the Private Industry Council and Department of Labor to sponsor individuals for training.

Resource Requirements:

Resources included funds for development of courses, including consulting and planning; administrative and clerical support; instructional supplies and equipment as required by the program, such as computers, software, medical (hospital bed, EKG machine, etc.).

Key Factors in Success:

- ✓ Flexibility in program design
- ✓ Adaptability to special needs and changing community needs
- ✓ Up-to-date, practical, relevant, and immediate application of skills learned
- ✓ Quality instruction
- ✓ Funds for initial development

Aviation Technology Program

San Juan College

Executive Officer: Dr. James Henderson
4601 College Blvd.
Farmington, NM 87402

Contact: Charlie Houghton
(505) 599-0339

Summary of Exemplary Accomplishments:

The Aviation Program is designed to train pilots for Mesa Airlines. The training combines actual flight time and the use of flight simulators to train students. The student will receive a private, commercial, instrument and multi-engine rating by the time he or she graduates from the program. In a special arrangement with Mesa Airlines, graduates of the Aviation Technology Program who carry a 3.0 grade point average or higher in aviation courses will be granted a job interview with Mesa upon completion and given preferential hiring treatment.

What We Did:

Mesa Airlines contacted San Juan College about their need to have quality pilots. Because of our experience in working with other industries, we were able to look at Mesa's needs and with their help develop a program that was specific to their training needs.

How We Did It:

We identified the key people from Mesa and San Juan College who would be involved in the program. Our first objective was to identify the specific training needs and the expected outcomes. We then began working on curriculum using Mesa and college personnel to be certain that the needs of the students, college and Mesa were being met. We also identified the responsibilities of each entity, including finances, instructors, advertising and others.

Resource Requirements:

Mesa Airlines agreed to purchase the airplanes, establish a flight office, and hire the instructors. San Juan College agreed to pay for advertising, field phone calls, and oversee the overall management of the program.

Key Factors in Success:

- ✓ Continued communication between all parties involved
- ✓ A good understanding of how industry works and the ability to respond to their needs
- ✓ Meeting the specific needs of the company by producing a quality product
- ✓ Learning to listen to Mesa's needs and then responding to those needs
- ✓ Student selection and quality instructors

Toyota Technical Education Network

San Juan College
Executive Officer: Dr. James Henderson
4601 College Boulevard
Farmington, NM 87402

Contact: Charlie Houghton
(505) 599-0339

Summary of Exemplary Accomplishments:

The Toyota Technical Education Network at San Juan College led to an Associate of Applied Science Degree in Automotive Technology. The program provides the student with the technical competency at a professional level which will enable that individual to assume a responsible position in a Toyota dealership. The curriculum used for T-Ten was approved by Toyota Motor Company. The program involves not only classroom lecture and laboratory experience on current automotive vehicles and products, but also practical application at dealerships for individuals in the program.

What We Did:

We began by studying the need to train Toyota technicians in the state and surrounding areas. After making contacts with Toyota dealerships, it was very clear that there was a definite need to train individuals to become Toyota technicians and that the dealerships were interested in helping us develop a program that would meet their needs.

How We Did It:

We developed an advisory committee of Toyota dealerships to gather data on the need for training. We contacted the regional headquarters for Toyota and expressed our interest in providing training. We invited Toyota personnel to campus, presented our findings of training needed, showed how the college could meet their needs, and explained that we had the support of the dealerships.

Resource Requirements:

We hired an additional instructor to teach the classes, increased our travel budget and expanded our facilities. Toyota provided training cars and components, curriculum, equipment, and scholarship money for students.

Key Factors in Success:

- ✓ Good communication with dealerships and Toyota Motor Company
- ✓ Our willingness to travel to dealerships and monitor the progress of our students
- ✓ Proper screening of students
- ✓ Quality instructors

Automotive Service Educational Program

San Juan College

Executive Officer: Dr. James Henderson
4601 College Blvd.
Farmington, NM 87402

Contact: Charlie Houghton
(505) 599-0339

Summary of Exemplary Accomplishments:

The Automotive Service Educational Program (ASEP) at San Juan College leads to an Associate of Applied Science Degree in Automotive Technology. The program provides the student with the technical competency at a professional level which will enable that individual to assume a responsible position in a General Motors dealership. The program involves not only classroom lecture and laboratory experience on current automotive vehicles and products, but also practical application at dealerships for individuals in the program.

What We Did:

We contacted dealerships to determine the need for trained GM technicians. We visited other schools that had the ASEP program. We contacted the regional headquarters for GM in our area and invited GM personnel to our campus to evaluate the possibility of training students for GM.

How We Did It:

The college developed an advisory committee of GM dealerships to gather data on the need for training. We contacted the regional headquarters for GM and expressed our interest in providing training. We invited GM personnel to campus and presented our findings for training needed. We also showed how we could meet their needs and that we had the support of the dealerships.

Resource Requirements:

We hired an additional instructor to teach the classes, increased our travel budget and expanded our facilities. General Motors provided training cars, components, curriculum and equipment for students.

Key Factors in Success:

- ✓ Good communication with dealerships and General Motors
- ✓ Our willingness to travel to dealerships and monitor the progress of our students
- ✓ Proper screening of students
- ✓ Quality instructors

Cooperative Workforce Training

Jefferson Community College

Executive Officer: Dr. John Deans
Outer Coffeen Street
Watertown, NY 13601

Contact: Dr. David R. Moore
(315) 786-2236

Summary of Exemplary Accomplishments:

The college developed a process for sharing training expenses between employers. This sharing includes grant-subsidized and privately funded training programs. Cooperative training involves employers in two countries as well as our state Department of Economic Development, the Job Service, our chamber of commerce, and our county Office of Economic Development.

What We Did:

Cooperative work force training included statistical process control basics, TQM basics, first line supervisor training, workplace literacy assessments, geometric dimensioning and tolerancing and WordPerfect. Management training included teleconferences on TQM, and ISO 9000; live courses include "Motivating Employees," "Assertive Communication and Conflict Resolution," and "Maintaining a Positive Attitude." More programs are scheduled for spring 1993.

How We Did It:

Several informal surveys of employers on their training needs were the basis for beginning this program. Employers now share freely their training needs with the college and other agencies. The college becomes a provider or broker for most of the training. Sometimes a single employer will bring us a training idea, and we then will sell extra seats in the course to bring costs down for each employer.

Resource Requirements:

A dedicated training space and a steerable satellite dish are our basic requirements. A dedicated computer lab is in the planning stage, but we have been able to accommodate all training without major purchases or additional full-time staff.

Key Factors in Success:

- ✓ College's overall reputation in community as quality institution
- ✓ Total college and local sponsor support
- ✓ College flexibility in meeting customer's training needs
- ✓ Good communication, college's responsiveness

Export Resource Center

Tompkins Cortland Community College

Executive Officer: Dr. Eduardo Marti
Dryden, NY 13053-0139

Contact: Professor Carole Tuohy
(607) 844-8211

Summary of Exemplary Accomplishments:

The Export Resource Center (ERC), in its first year of operation, was instrumental in providing assistance that resulted in new international business development and expansion of the college's relationship with local business and industry. The center, cosponsored by Tompkins and Cortland County Chambers of Commerce, was established in January 1992, at Tompkins Cortland Community College, situated between Tompkins and Cortland Counties in Dryden, New York, to provide information and counseling to small business owners interested in starting or expanding international trade. To date, the ERC has provided specialized exporting services to over 120 individuals representing small and large businesses, as well as students, immigrants and retirees. These clients represent a wide variety of exporting products with yearly export sales ranging from \$10,000 to over \$5 million.

What We Did:

An excellent, comprehensive international trade library was developed for client use and contains references such as The Exporter's Encyclopedia and the National Trade Data Bank on CD-ROM. Clients have received export data on Belize, Taiwan, Argentina, Russia, Holland, Germany, Canada and many other countries, utilizing the ERC library, the National Trade Data Bank, and resources and personnel from other international trade organizations. In addition, clients with specific export-related problems can meet with an international trade specialist in the center free of charge. The ERC also provided a seminar series on the following topics: "The U.S./Canadian Free Trade Agreement," "Exporting Assistance Roundtable," "National Trade Data Bank," "Freight Forwarding," and "Getting a Passport for your Product." An extensive data base was created that contains a comprehensive listing of exporters in the central New York region.

The ERC hosted the first meeting of 48 upstate New York trade assistance organizations in May to establish a priority of needs and linking of "like" organizations to increase regional exports. This fall, the ERC initiated 11 international trade agreements with universities, trade organizations and businesses to work together to continue to develop and expand international trade in our region. When the college's newly-created International Business program begins in the fall of 1993, "team" internships, consisting of students from Tompkins Cortland Community College and Ithaca College, will conduct targeted market research for local firms. A faculty exchange program was established with a college in Borovichi, Russia, and it will be activated upon notification of federal funding.

Resource Requirements:

Funding for this project was provided by two \$4,500 NETWORK grants from the New York State Department of Economic Development. The college provided \$25,000 of in-kind funding, and services provided by the international trade specialists were covered under separate state grants from other export agencies in this region. The Export Resource Center is staffed by Professor Carole Tuohy for nine hours a week and a student intern for an additional eight hours per week. Funding is currently being sought to expand the hours and services of the ERC.

Key Factors in Success:

- ✓ Cooperation and interaction among local businesses and international trade organizations
- ✓ Guidance from the college's advisory councils
- ✓ International trade seminars offered on a monthly basis
- ✓ Centralized location of the Export Resource Center between its sponsoring counties
- ✓ Publicity that was provided by local newspapers, television and radio stations

Industrial Knitter Technician Training

Robeson Community College

Executive Officer: Fred G. Williams
Lumberton, NC 28359

Contact: William Locklear
(919) 738-7101

Summary of Exemplary Accomplishments:

Robeson Community College received a request for industrial knitter technician training from Guil Knit, Inc., a division of Guilford Mills and a manufacturer of circular knitted fabric. After the expansion and installation of these new hi-tech knitting machines, the plant's production increased from 250,000 pounds to 400,000 pounds of fabric per week. The company requested our institution's assistance with the training of nine technicians on their new Vignoni jumbo knitting machines. Vignoni, located in Cividino, Italy, manufactures these state-of-the art knitting machines. Vignoni sent Fabio Ridolfi, a factory training technician, to Lumberton for the installation and training of Guil Knits' employees.

What We Did:

The coordinator of the Focused Industrial Training (FIT) Program at Robeson Community College met with plant management on several occasions to discuss how the college could assist with this training project. After several meetings, the college and the company decided to work together with this special project.

How We Did It:

The college enrolled nine technicians in an industrial knitter training class for three months. The training technician worked five days a week for three months to train the company technicians. At the end of three months, the company technicians were thoroughly trained in the nomenclature, trouble-shooting techniques and design of the Vignoni machines. As a result of the program, a total of 170 new jobs were created, plant production increased from 25,000 to 400,000 pounds per week, and the local economy was boosted.

Resource Requirements:

Through a contractual agreement, the FIT Program reimbursed the salary of Fabio Ridolfi at \$10,000 for three months of intensive training. The salary of Fabio was converted from Italian liras to U.S. currency to establish a salary rate.

Key Factors in Success:

- ✓ The FIT Program has flexible features to meet almost any training need with our local industries.
- ✓ The college requested an additional \$10,000 from DCC to fund this project.
- ✓ The training program was custom-tailored to meet the needs of the technicians.
- ✓ A close working relationship was established between the college and plant officials.

Tool and Die Technology

Muskingum Area Technical College

Executive Officer: Dr. Lynn H. Willett

1555 Newark Road
Zanesville, OH 43701

Contact: Ms. Linda Lillie
(614) 454-2501 x207

Summary of Exemplary Accomplishments:

A survey of local industrial needs led to possible Ohio Department of Development funding. The development of an associate's degree program in Tool and Die Making then led to federal funding to help fund state-of-the-art equipment, leading to a newly built engineering center and renewed vitality for Zanesville, Ohio's Industrial Park. The program was recently recognized by the State of Ohio for outstanding achievement.

What We Did:

Muskingum Tech became the key player in negotiations to establish an associate's degree in Tool and Die Technology.

How We Did It:

A fall 1988 survey by the Training and Consulting Division at Muskingum Tech found a large need for replacement of tool and die makers. Concurrently, Anchor Glass, employer of 110 moldmakers, asked Muskingum Tech to encourage graduates of the Mechanical Engineering Technology program to apply for positions as apprentices. (Skills for moldmakers and tool and die makers are virtually the same.) The Ohio Department of Development (DOD) provided grant money to help supplement the college-trained apprentices' salaries, providing Anchor Glass would hire individuals suffering from significant unemployment. DOD also provided funds for construction of a new building for Anchor Glass, which would become the initial site in the Zanesville Industrial Park.

Twelve apprentice candidates, selected by the company, enrolled at Muskingum Tech in June 1989 in an 180-hour, seven-week training prior to working on the shop floor. They then began a work and class schedule that would lead to graduation and a job. JTPA agencies, whose clients were selected as apprentices, funded a portion of the on-site, four-year apprentice program. After learning of the program, the glassmakers union (local and national) agreed to extend the maximum age of an apprentice from 28 to 34 and also agreed to the college's plan to upgrade the apprentice program from an original 120 hours of classroom instruction to 1,108 hours, thus providing the completers an associate's degree as well as essential on-the-job training.

Resource Requirements:

- ✓ Ohio Department of Development Grant - \$235,000 granted in 1989
- ✓ Classroom building situated in the Industrial Park, across from Anchor Glass
- ✓ State-of-the-art machining equipment - funded by \$68,000 grant from the Appalachian Regional Commission and money from the college's general fund
- ✓ Master's prepared tool and die instructor

Key Factors in Success:

- ✓ "Serendipity...recognizing opportunities to capitalize on opportunities" - program innovator
- ✓ Muskingum Tech employees who knew what they were doing and how to work competently in chaos
- ✓ Grant award from the Ohio Department of Development for \$235,000
- ✓ Relocation of Anchor Glass Company to Industrial Park across the street from college's new Engineering Center
- ✓ The Ohio Board of Regents' sanction of the Tool and Die program as a fully accredited associate's degree program

Industrial Technology Degree

Northwest Technical College
Executive Officer Dr. Larry McDougale
Archbold, OH 43502

Contact: Dan Light
(419) 267-5511

Summary of Exemplary Accomplishments:

After successful operation of a skilled trades training program (noncredit) as a part of the apprenticeship program under the Federal Apprenticeship Bureau for more than 20 years, we, as a College, were receiving more and more requests from persons obtaining the "Journeyman's" certification to continue their education toward an associate two-year degree. In many cases, the training and industrial experience, though noncredit in nature, often was equivalent or surpassed the content of similar credit-bearing courses offered under our regular degree programs. However, there was no mechanism in place whereby we could easily grant a block of credit toward the two-year associate degree program. We decided to write a proposal to convert our related skills instruction courses to credit-bearing status and also design a mechanism for a person with journeyman status to achieve an associate degree (through creation of our Industrial Technology division).

What We Did:

Through a state grant, one of our mechanical technology instructors who had taught in our related trades courses, was given 50 percent release time to write a proposal to: (1) bring RTI courses under the Engineering Technologies department where they were to earn college credit and (2) design five Industrial Technology majors (corresponding to our five journeyman certifications: Machinist, Industrial Electrician, Millwright, Tool & Diemaker, and Patternmaker).

How We Did It:

The first job was to combine the more than 8,000 on-the-job training hours and 700+ classroom hours to become a journeyman - machinist, industrial electrician, millwright, tool & diemaker, and patternmaker - into a block of credit (approximately 36 quarter credit hours) toward five separate associate degrees bearing the names above. Working with the parameters established by the Ohio Board of Regents, we brought the Related Trades program under the umbrella of the Engineering Technologies department. Each RTI class (approximately 36 contact hours) was assigned two quarter credits. Each skilled trades program was evaluated, and an appropriate associate degree track (five in all) was added.

Resource Requirements:

We have a very successful related trades training program already operational under the guidelines of the U.S. Department of Labor, Bureau of Apprenticeship Training. The other resource was funding through an Ohio Productivity Improvement grant to write the proposal.

Key Factors in Success:

- ✓ Local industries who had apprentices with us lent their support and were eager for the related skills courses to bear college credit. Also, they wanted to encourage their employees who already had the journeyman status to continue toward an associate degree.
- ✓ Many persons with journeyman status had trained 15-20 years earlier and were eager to update their skills.
- ✓ There was strong support college-wide for the proposal.

Education Committee Advisory Body

Northern Marianas College
Executive Officer: Agnes McPhetres
Saipan, MP 96950

Contact: Josephine Mesta, Gardenia Walter
(670) 234-3690

Summary of Exemplary Accomplishments:

The Saipan Chamber of Commerce Education Committee became the advisory body to the Business Education programs. The Business Education Department is providing a specialized business communications course for one of the local businesses, Micronesian Telecommunications Corporation. The course provides 45 hours of customized, hands-on instruction and training; 30 hours of this course have been completed and the remaining 15 hours will be completed within the school year. The Business Education Department completed a 15-hour customized technical writing course for the employees of the Department of Environmental Quality, a government agency.

What We Did:

The college approached the Chamber of Commerce Education Committee about becoming the advisory body to the business programs. The associate dean for the Technical, Occupational, and Professional programs and the chairperson of the Business Education Department presented the programs to the committee members. The Business Education Department developed a specialized business communications course for Micronesian Telecommunications Corporation employees needing to improve their business communications skills. There were several meetings with the company's general manager and the college to set the necessary details for the course. We developed and taught a short-term technical writing course for the employees of the Department of Environmental Quality.

How We Did It:

People from the college met with the chairperson of the Saipan Chamber of Commerce Education Committee and discussed the benefits of using this established body as the advisory body to the business programs. Both parties felt this was a move in the right direction toward having close collaboration between the business community and the college. Information on program needs (short-term and long-term), goals and objectives were submitted to the committee. An agreement between the college and the Micronesian Telecommunications Corporation was signed before the course was implemented, and 11 employees signed up. A faculty member of the Business Education Department travels to the company's main office to teach the course twice a week. The course was especially designed to use microcomputers. The Department of Environmental Quality requested the Business Education Department to provide a short-term technical writing course for some of their employees. The course was developed and was designed to provide 15 hours of hands-on training in technical writing using computers. The class met twice a week.

Resource Requirements:

The requirement for the advisory body is that members are represented from government and the private sectors, and are supportive of higher learning and economic development. In order to implement the courses for Micronesian Telecommunications Corporation and Department of Environmental Quality effectively, the following resources were essential: funds, instructional materials, instructor, facility and equipment.

Key Factors in Success:

- ✓ Cooperation among all involved
- ✓ Availability of funds, facility and equipment
- ✓ Availability of instructional materials
- ✓ Extra effort made by instructor and willingness to travel to company's site for the course
- ✓ Trust that the college can provide such courses and skills to meet the needs of the private and public sectors

Scheduling Modification - Saturn Employees

Columbia State Community College

Executive Officer: L. Paul Sands

P.O. Box 1315

Columbia, TN 38402-1315

Contact: Abraham I. Pallas

(615) 388-0120

Summary of Exemplary Accomplishments:

Saturn Corporation, a large automobile manufacturer, has approximately 3,000 employees working a weekly rotating shift. In addition, these employees work 10-hour days (6:30 am - 4:30 pm or 4:30 pm - 2:30 am are most typical). This makes it extremely difficult for employees to attend college. Columbia State Community College, working together with Saturn, developed a means by which students could enroll in and complete regular college courses while still maintaining a regular work schedule.

What We Did:

The college sent representatives to the Saturn plant to meet with training representatives and plant workers. College representatives reviewed employees' previous college experience and assisted employees in developing an educational plan. In most cases, students planned to complete a two-year degree. In addition, Columbia State worked with two four-year institutions, Middle Tennessee State University and the University of Tennessee at Knoxville, to develop a similar program for students wanting to complete a four-year degree.

How We Did It:

After identifying courses, the college modified its schedule. This modification created "mirror image" sections of certain classes. These sections, one offered during the day and another in the evening, typically would be taught by the same instructor. In some cases, when an instructor was not available to teach both sections, faculty collaborated to ensure easy movement for students between sections.

Resource Requirements:

Other than the time used by administrators in meeting with students, no additional resources were required.

Key Factors in Success:

- ✓ Saturn employee's interest in furthering their education
- ✓ Saturn management promotion of the education programs
- ✓ Willingness of the college to be flexible in scheduling

Professional Readiness Opportunity

Lord Fairfax Community College

Executive Officer: Dr. Marilyn C. Beck

P.O. Box 47

Middleton, VA 22645

Contact: Jennifer Sager

(703) 869-1120

Summary of Exemplary Accomplishments:

Lord Fairfax Community College implemented Project PRO, Professional Readiness Opportunity, in a period of less than six months. We assisted 200 employees at the Winchester Medical Center (WMC) to problem-solve, think critically, practice teamwork and reason their way through problems in a manner in which they had never dreamed possible. Employees who are mostly unskilled and semi-skilled volunteered to take courses in reading, writing and math, on their own time.

What We Did:

LFCC recruited two partners, Winchester Regional Health Systems and Dowell J. Howard Vocational-Technical Center, and applied for a Workplace Literacy Demonstration Grant from the U.S. Department of Education. Pre- and post-test results demonstrated improvement in the content areas over short periods of time, 13 weeks for most of the individuals. Most employees also reported increased self-esteem, increased confidence, and improved communication skills. Employees demonstrated better understanding of the workplace environment. The director of safety wrote, "Project PRO has instilled in employees a motivation to continue learning. This motivation has benefitted both the individual and the organization."

How We Did It:

The project staff performed workplace literacy audits to identify literacy and other basic needs of the employees. These needs were then used as the basis of classroom activities. Workplace materials were collected and used in the classroom in order to relate the subject to the workplace.

Resource Requirements:

The grant award is for approximately \$340,000 over an eighteen month period. The partners contribute approximately \$150,000 in cash, staff time, a mobile computer lab and other equipment.

Key Factors in Success:

- ✓ LFCC clearly articulated its vision.
- ✓ The business partner, WMC, understands the need for the program and encourages innovation on part of the employees.
- ✓ The project staff is creative in its efforts to assist individual employees in reaching their potential.
- ✓ The vocational/technical center provides vital assistance.
- ✓ Employees learned to transfer knowledge and skills from the classroom to their individual jobs.

Human Resource Development Project

Mountain Empire Community College

Executive Officer: Sue Ella Boatright
Stone Gap, VA 24219

Contact: Sue Ella Boatright
703-523-2400, Ext. 204

Summary of Exemplary Accomplishments:

The program provides many benefits for the employer, the employee, and the community. It provides employers with a work force competent in basic workplace skills, a pool of job applicants prepared for the workplace, customized training which reflects the goals and needs of the organization, a program and community support for addressing workplace needs. The employees will be given the opportunity to upgrade basic skills training, acquire skills for career advancement and continued employment, enhance employee involvement and understanding of the needs of the organization, and increase self-esteem and develop personal goal-setting. It provides the community with a work force possessing upgraded skills, a labor force prepared for the workplace, a pooling of public and private resources to meet workplace literacy needs, and a responsiveness to the economic needs of the region.

What We Did:

The program is designed to teach needed literacy skills encompassing knowledge, attitudes, and behaviors to all employees in the workplace in order to maintain a productive and quality environment that can provide for the current and changing needs of the organization and employees. To effectively match the instruction of skills with the needs of the current workplace and the needs of the changing workplace, one or a combination of assessment instruments (needs assessments, attitude surveys, job breakdowns, questionnaires to assess basic skills, pretraining surveys, and examples of job-related materials) is used. Training is provided in three categories: basic skills and "Learning to Learn," job specific and communication skills, and organizational effectiveness and teamwork skills.

How We Did It:

Organizations which provide education and training in the area, along with business/industry partners in the program, have entered into a collaborative agreement to work collectively through this program to address workplace literacy needs. The partners assign representatives to an advisory council which work closely with an interagency council to address the training needs of the employers and employees in order to develop successful training curricula for the program. Instructors work individually with training participants to provide educational counseling and to assist them in the development of an individual educational/career plan.

Resource Requirements:

The training is provided through educational partnerships between business, industry, labor organizations and educational organizations and is subsidized by a federal grant. Coordination of the program requires a full-time coordinator, a full-time secretary, an active advisory council, and an interagency council. Actual training takes place at the business/industry sites, training labs provided by the grant, or any other facility deemed appropriate by the college.

Key Factors in Success:

- ✓ Partnership between business, industry and education
- ✓ Confidentiality among instructors and trainees
- ✓ Flexibility in scheduling training sessions
- ✓ Accessibility to training facilities
- ✓ Knowledgeable staff and instructors

Center for Economic Development

Southwest Virginia Community College

Executive Officer: Dr. Charles R. King
Richlands, VA 24641

Contact: John Curran
(703) 964-7315 or 964-7335

Summary of Exemplary Accomplishments:

We serve about 600 clients per year, from start-ups to companies with nearly 1000 employees. All assistance is confidential, but additional contracts received are estimated to be on the order of \$5,000,000 (most with the federal government). Also significant but uncounted is the stabilization of businesses and jobs. Evidence shows that some historically independent groups are now working together cooperatively, as a result of the example set. We helped create TQM and other business-related offerings at the college.

What We Did:

We created a Center for Economic Development composed of a Small Business Development Center, Procurement Assistance Center and Technology Transfer. The Small Business Development Center assists companies with business and operational issues; helps individuals to start a business; and assists in broad regional economic development issues. The Procurement Assistance Center assists companies to sell to the federal government, providing bidding and procedural help.

Technology Transfer helps technology-based companies and companies with technology problems get information and services to become more productive, competitive and profitable.

How We Did It:

Each program was initiated locally and is supported by federal and state funding, supplemented by local and in-kind funds. Combined budget is in excess of \$300,000.

Resource Requirements:

- ✓ Funding from federal, state and local sources
- ✓ Space, computers, telecommunications and postage
- ✓ Access to diverse sources of information - local and worldwide
- ✓ Talent in the programs and the community

Key Factors in Success:

- ✓ Support and vision of the college president
- ✓ Very knowledgeable and experienced program directors with access to critical information and services
- ✓ Establishment of networks with, and support by, key political, community and technically knowledgeable resource persons at local, regional, statewide and national levels
- ✓ Ensuring potential clients learn of programs and their value, then providing excellent, rapid response
- ✓ Clients' use and support of programs

Quality Improvement Network

Chippewa Valley Technical College

Executive Officer: Norbert Wurtzel
620 West Clairemont Avenue
Eau Claire, WI 54701

Contact: Larry Doyle
(715) 833-6200

Summary of Exemplary Accomplishments:

Chippewa Valley Technical College had 289 contracts for service with business and industry in the 1991-92 school year. These contracts generated \$646,555 in revenue for the college. There were 35,953 enrollments in the Continuing Education Division serving business and industry. The college is recognized as the training resource in the Chippewa Valley. This has resulted in numerous acknowledgements from the community. It has also resulted in a well-trained work force and stable employment with less than the national average of unemployment, even with a major plant of 1,400 employees closing.

What We Did:

Chippewa Valley Technical College conducts strategic planning sessions for business, industry and community-based organizations on a regular basis. We hired specialized full-time faculty members to provide training to business and industry. Instructional television sites were established in our outreach centers as well as at business locations including shopping malls. The Chippewa Valley Quality Improvement Network, a network of over 50 major employers, was established by the college to develop a strong connection with the business community. The college also developed a consortium of manufacturers to work out scheduling difficulties of their swing shift employees when taking classes at the college. The college was instrumental in developing a response team to assist employees in training and other assistance when an employer is considering major layoffs or plant closings.

How We Did It:

Through a strong networking system with business and industry, local chambers of commerce, county industrial development corporations and other organizations, the college identified training needs and delivered co-sponsored seminars with all of these agencies. These popular seminars generated large numbers of training contracts with business and industry throughout the district.

Resource Requirements:

These accomplishments were possible as a result of a committed administration which established the strong networks within the business community. A full-time faculty with the expertise necessary to provide high quality training was necessary.

Key Factors in Success:

- ✓ Administrative commitment to continuing education efforts for business and industry
- ✓ The establishment of a strong network with CBO's and business and industry
- ✓ Specialized, full-time faculty to provide training
- ✓ Full-time program faculty with released loads for business and industry
- ✓ Employers committed to training and development

Business and Industry Center

Northern Wyoming Community College District/Gillette

Executive Officer: Dr. Steve Maier

Gillette, WY 82716

Contact: Judith Semple

(307) 686-0297

Summary of Exemplary Accomplishments:

We established the Business and Industry Center to serve training needs of Campbell County, Wyoming, an isolated community of 25,000, in July of 1990. We developed training programs for: nurse's aide, in cooperation with JTPA and Nursing Home; child care provider's certification training; commercial driver's license preparation classes; insurance agent certification classes (one of two locations in the state); and auto CAD instruction with JTPA preparatory classes for math readiness. We also developed a training program in mine safety, training more than 3,000 locally each year (about 75 percent of the local mining and construction work force). In addition, the college established a computer training center and trained 2,000 people in a variety of software packages.

What We Did:

We used all available programs within the college, remedial reading, math, ESL, GED, voactional credit classes, credit academic classes, workshops, etc., to provide businesses with employee training. In addition, we added a computer lab for short-term classes. We developed an informational program to promote these aspects of the campus.

How We Did It:

The college formed a Business and Industry Consortium to help us evaluate programs, add classes, and meet needs. We developed coalitions with Wyoming Small Business Development Center, Chamber of Commerce, Northeast Wyoming Resource Conservation and Development, Economic Development Office, Insurance Commission, construction industry, mine trainers, city and county government. We wrote JTPA, MSHA and WSBDC grants.

Resource Requirements:

We used six computers to start program and added six more a year later. One part-time instructor/trainer was needed.

Key Factors in Success:

- ✓ Competent trainers and teachers
- ✓ Consistent quality of training
- ✓ Meet needs of each customer
- ✓ Reasonable prices
- ✓ Quality training closer to home

Continuing Education/Training

Western Wyoming Community College

Executive Officer: Dr. Tex Boggs

P.O. Box 428

Rock Springs, WY 82902

Contact: Saundra Sullivan

(307) 382-1807

Summary of Exemplary Accomplishments:

The Continuing Education Program began approximately four years ago with only three or four course offerings a semester. At that time the word "training" was not a part of our vocabulary. Last year the Continuing Education/Training Program offered over 60 continuing education courses, customized training and service to 23 different clients. The college also encouraged the use of our facilities as a training center for industries in the area, offering on-site coordination from our staff. We successfully improved industry and business perception of the college. Today, they view the college as approachable, a member of their team, interested in their needs and eager to help them attain their goals.

What We Did:

We gave industry a contact point and served as a broker/catalyst among industries addressing similar needs. Staff and instructors became responsive and flexible to needs and requests from business/industry. We designed customized courses and offered training at the work site. We developed flexible scheduling on campus to accommodate changing shift schedules and offered on-site registration to those companies who requested it. We encouraged industries to use our facilities by giving them a contact point and helping them coordinate food, audio-visual equipment and other facility needs.

How We Did It:

The college president made industry and business a priority. He set the stage by making regular visits to the work site to talk with each CEO. The Continuing Education/Training Division was developed. The Continuing Education staff made regular visits to the work site talking with and listening to people from human resources, training and safety, and technical/maintenance. The college found qualified, outstanding instructors who were willing to work with companies, trainees and staff to develop customized courses. We thought and acted like a like business, stressing customer service.

Resource Requirements:

- ✓ One full-time coordinator and one quarter-time coordinator
- ✓ One full-time secretary
- ✓ Training budget of \$80,000
- ✓ Indirect support staff to include media center, copy center, food service, enrollment service, maintenance staff, security and bookstore

Key Factors in Success:

- ✓ Institutional backing and commitment
- ✓ Responsiveness to needs and requests
- ✓ High quality instructors and programs
- ✓ Flexibility
- ✓ Customer service/personal touch

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✎ Another resource for economic development practices may be found in *A Portfolio of Community College Initiatives in Rural Economic Development*. This publication was prepared in April 1989 and can be obtained from:

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